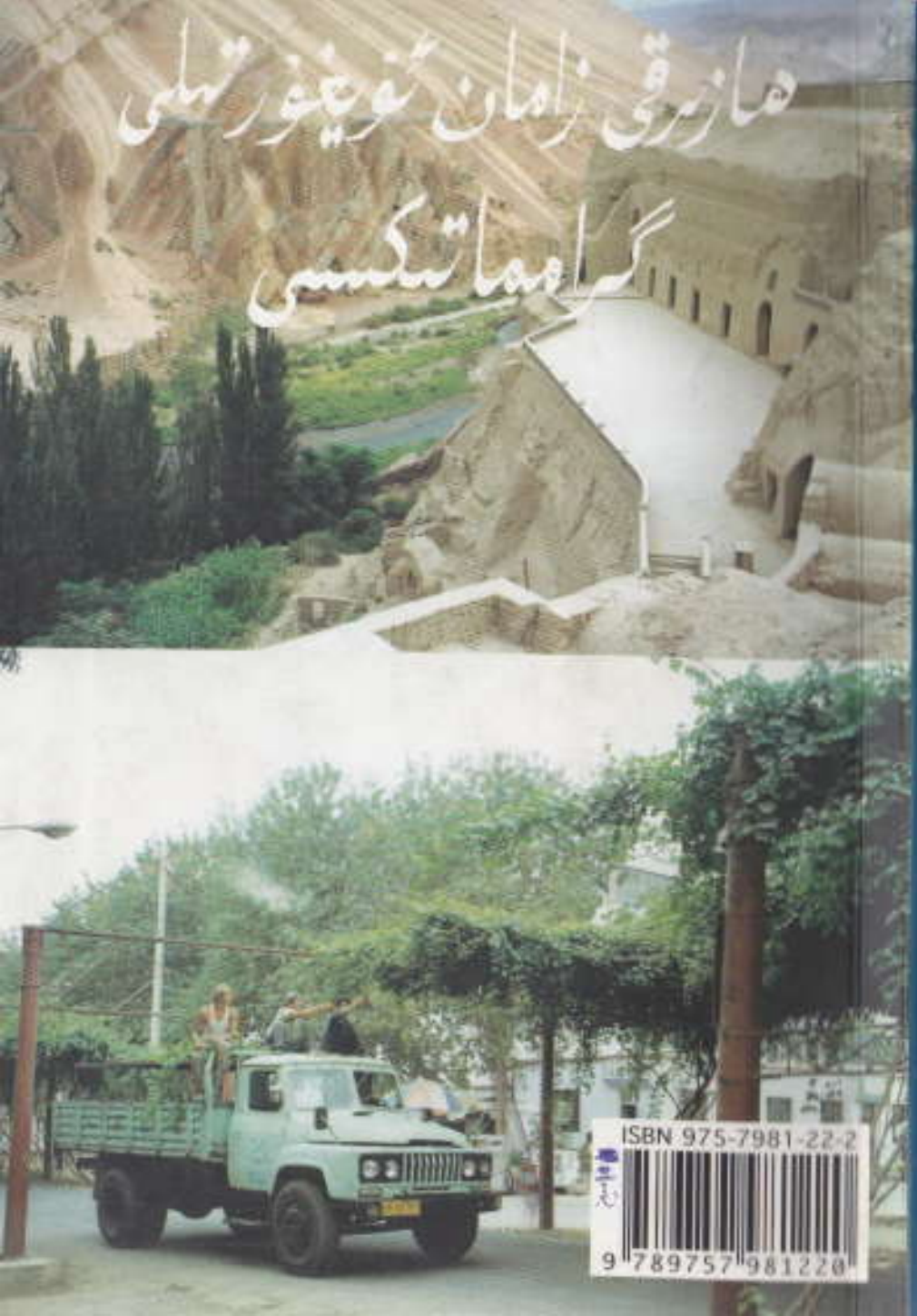

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Hämit Tömür

Modern Uyghur Grammar

(Morphology)

Translated by Anne Lee

Yıldız
Dil ve Edebiyat
İstanbul-2003

Hämit Tömür was born in 1931, in the village of Karighuja in the centre of the Turpan Basin. After attending primary and lower middle school in Urumqi and Bariköl, he studied at the Xinjiang Provincial Language School.

In 1952, after studying at the Xinjiang Provincial Cadre School for five months, Hämit Tömür was appointed to a post at this school, where he worked until November 1954. From here he transferred to the former Central Nationalities Institute (now University) in Beijing, where, until 1992, he taught the Uyghur language to students in higher education.

Between 1979 and 1984, this now famous linguist was assistant professor in the Faculty of Minority Languages and, from 1984 to 1990 he was deputy head of the Institute. He then transferred to the Committee for the Language and Writing Professions of the Nationalities of Xinjiang Uyghur Autonomous Region, carrying out research there until his retirement in 1997.

Hämit Tömür not only studied modern Uyghur, but also Chagatai. Together with Abdureov Polat, he produced a textbook of the Chagatai language. In addition, he transcribed and translated a number of ancient works, including the world famous 'Baburnama'. With Mirsultan Osmanov, he published an article entitled, 'Our views on the Chagatai Language', which received a first-class award of excellence. In addition, he worked with Li Xiang to compile 'A Persian Language Primer'.

Besides writing many stories and translating the dialogue of a number of films, Hämit Tömür also translated the legendary novel, 'Robinson Crusoe' into the Uyghur language.

Anne Lee was born in 1945, in the city of Portsmouth on the south coast of England. She attended primary schools in Porstmouth, Fleetwood, Aberdeen, Torquay and Bristol, and secondary schools in Bristol and Congleton. After leaving school she entered Crewe Teachers' Training College, where she studied art and English literature, in addition to the history and practice of education.

Ms Lee taught for five years in a nursery class attached to Bradford Moor Infant School in the north of England, then, in 1975 she went with her family to Afghanistan, where she studied the Afghan dialect of Persian and also a little of the Uzbek language. During her last year in Afghanistan she taught nursery and first grade classes in the International School in Kabul. It was in Afghanistan that Ms Lee's interest in Central Asian peoples and languages was first awakened, although, from the age of eleven, when she was taught the Greek alphabet by a friend of her father's, she had had a deep interest in language.

Back in her homeland Ms Lee continued to study the Uzbek language on her own and, for a short while, also attended classes in modern Turkish. She was employed for a number of years as a supply teacher in Seffield and Rotherham, teaching mainly physically or mentally handicapped children in special schools, but in 1994 she entered the University of Sheffield as a mature student and gained a first class honours BA degree in English Language and Medieval Literature. During the first two years of her university course Ms Lee also studied classical Hebrew and, on graduating, she worked at the university for a year as a research student on the staff of 'The Dictionary of Classical Hebrew'.

In August 1998 Ms Lee went to Xi'an in China's Shaanxi Province to teach English at the then Petroleum Institute (now Xi'an Petroleum University), and during her year of teaching there she applied to study the Uyghur language at Kashgar Pedagogical Institute. On being accepted, she moved to Kashgar in August 1999.

Since completing her work on the translation of Hämit Tömür's 'Modern Uyghur Grammar (Morphology)', she has been working on producing a comprehensive English-Uyghur dictionary, not only for those speakers of English who wish to study the Uyghur language, but also for Uyghur speakers who wish to improve their English.

Hämit Tömür

Modern Uyghur Grammar

(Morphology)

Translated by
Anne Lee

Yıldız
Dil ve Edebiyat 3
İstanbul 2003

Modern Uyghur Grammar
(Morphology)

by
Hämit Tömür

Translated by
Anne Lee
(Kashgar Pedagogical Institute)

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The Author's Foreword

From 1955 until the present day, I have been continuously teaching Modern Uyghur Language to students majoring in Uyghur Language and Literature at the Central Nationalities Institute. Before 1966 I taught Uyghur to Chinese students who had no previous knowledge of the language and after 1972 I taught Uyghur to Uyghur students majoring in the Uyghur language. Then, from 1980, I taught modern Uyghur to post-graduate research students and supervised their theses. This book has been produced on the basis of material accumulated during the course of those years and research carried out due to lesson requirements.

In this volume, which is devoted to Modern Uyghur Morphology, present-day Uyghur language is brought into action to fully introduce grammatical phenomena which appear in real words; to systematically categorize them according to their characteristics; to explain more extensively their grammatical meaning and the situations in which they are used and, as a result, to reveal more fully the morphological forms which actually exist in modern Uyghur and the rich variety of their grammatical concepts. In this connection it has been felt appropriate to explain differently certain grammatical units which have been discussed in Uyghur grammar books produced prior to this one, and to institute certain grammatical units which have not been mentioned in those books. Because one's knowledge is limited, it is, of course, not possible to say that new views put forward in this book are absolutely correct. The basic purpose here is simply to put forward a scheme that is worthy of research, concerning language facts and how they are analysed and described according to modern Uyghur grammar, in order to deepen research related to modern Uyghur grammar.

At this point I first of all I wish to express my wholehearted gratitude to my colleagues at the Uyghur Language and Literature Teaching and Research Section of the Central Nationalities Institute; several of the viewpoints in this book have been supported, or supplemented, by the absorption of their valuable opinions. I also wish to express my sincere thanks to Ibrahim Muti'i, who gave important academic suggestions to support several of the viewpoints.

During the compilation of this book I have consulted works on modern Uyghur grammar published in our own country and in the Soviet Union, and have been especially benefited by 'Modern Uyghur', compiled by Ämir Näjip and published in Moscow, and 'Modern Uyghur', compiled by the department of Uyghur Studies at the Kazakh S.S.R. Academy of Sciences and published in Alma Ata. Here I wish to extend my gratitude to the authors of these works.

The Author
March 1987, Beijing.

The Translator's Foreword

This work was basically translated in preparation for grammar classes during the second and third semesters of my period of studying the Uyghur language at Kashgar Pedagogical Institute. Entering it into the computer was begun only after the bulk of the translation had been completed, and checking the finer nuances of meaning in the examples took up many more hours of class time and private research.

Where necessary, alterations have been made to the spelling to bring it into line with the 1997 edition of the «هازىرقى زامان ئۇيغۇر ئەدەبىي تىلىنىڭ ئىملا ۋە تەلەپپۇز لۇغىتى» (A Dictionary of the Spelling and Pronunciation of Modern Literary Uyghur). In some instances changes have also been made to the text itself, generally with an accompanying footnote, but, in the case of minor alterations such as printing errors, or other errors of an accidental nature, no annotation has been added.

The author wished to have his name transliterated as Hämit Tömür, rather than Khämit Tömür, although elsewhere I have used 'kh' to transliterate the guttural 'خ', equivalent to the Scottish pronunciation of 'ch' in 'loch'.

I wish to express my grateful thanks to Muhäbbät, my grammar teacher; my teacher Aliyä, whose knowledge of English was of inestimable help in checking the translation of the text and all the example sentences; Munäwwär and Tursungül, who taught and encouraged me and assisted me with their explanations; and Allan Thornborough, a fellow-student, from whose notes I gained a great deal of help. Thanks must also go to Mutällip, who taught me grammar during my first semester at the Institute and who sought permission for me to study half-time, so that I could devote more time to this and other academic projects.

Last but not least, I must say how grateful I am to Hämit Tömür himself for granting permission for this work to be published, and to Professor Litip Tohti of the Beijing Minorities University for the time he spent in a final proof reading and correction of the text, as well as for the helpful suggestions they both made.

I trust this translation will be of use to you in the study of Uyghur grammar.

Anne Lee

Kashgar, September 2002

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Chapter 1
THE BASIC CONCEPTS OF GRAMMATICAL KNOWLEDGE

§1 Grammar
(گراممماتىكا)

Grammar consists of the laws of language construction and includes two sets of rules — those of word inflection and of word and sentence combination. For example, in Uyghur, nouns to which the suffix '_لەر//_لار' has not been added are reckoned to be the singular form of the noun and express one type of object or one object, while nouns to which the suffix '_لەر//_لار' has been added are reckoned to be the plural form of the noun and indicate a number of, or all the objects of one kind; nouns to which the suffix '_نىڭ' has been added are reckoned to be the possessive case form of the noun and indicate an object which is the possessor of another object, while nouns to which the suffix '_نى' has been added are reckoned to be the accusative case form of the noun and indicate an object which is the recipient of a certain action; verbs to which the suffix '_دى//_تى' has been added are counted as the 3rd person predicate form of the verb's simple past tense direct indicative mood and indicate that the action expressed by that verb has been carried out by the 3rd person and that the speaker has direct information about the matter; and so on. Rules such as this, which relate to the various forms of a word, are considered to be the inflectional rules of Uyghur words. In the Uyghur language, when words are combined with each other, the word which acts as a qualifier comes in front of the word which is qualified (e.g. چوڭ شەھەر — a large city); a word which indicates the predicatee[1] makes the word which occurs in the role of the predicator dependent on itself in person

[1] I have coined the term 'predicatee' to signify that which is predicated, i.e. the subject of the sentence.

and number and usually comes before it (e.g. مەن كەلدىم — I came), and so on. Rules of this kind are considered to be the word and sentence combination rules of Uyghur words.

Grammar is an essential factor of language. Language is composed of three factors — the sounds of language, vocabulary and grammar. These three factors are closely bound together in a mutually dependent way and cannot be separated from one another. The sounds of language are the external form of language. Vocabulary and Grammar are only able to exist by means of the sounds of language. In turn, it is only on the grounds of vocabulary and grammar that the sounds of language are language sounds and are able to be distinguished from other sounds. Vocabulary is the building material of language. Just as it is impossible to construct a building without building materials, in the same way it is impossible for language to exist without vocabulary. However, vocabulary alone cannot constitute language, because it is not possible to express a clear idea by means of individual words, or words put together haphazardly. For example, in Uyghur, if the words 'بىز', 'پايتەخت', 'بېيجىڭ' and 'ئوقۇ' are spoken separately, or grouped together in their original form, no clear idea can be expressed by the individual concepts. They can only express an idea when they are organized according to the rules of Uyghur grammar in the forms:

We study in our capital Beijing. بىز پايتەختىمىز بېيجىڭدا ئوقۇيمىز.
بىز پايتەختىمىز بېيجىڭدا ئوقۇۋاتىمىز.

We are studying in our capital Beijing.

We studied in our capital Beijing. بىز پايتەختىمىز بېيجىڭدا ئوقۇدۇق.

In short, grammar possesses the characteristic of orderly, intelligible language.

One of the most important characteristics of grammar is that its rules are abstract (universal). Any grammatical rule is intended not just for the inflection of some specific word or the combination of some specific words or sentences, but for the inflection of any word of a certain type, or the combination of any word (or sentence) of a

certain type with any other word (or sentence) of a certain type. For example, the rule of making the plural form of an Uyghur word by adding to it the suffix '_لار//_لەر', is intended not just for some specific word, but for every word belonging to the noun type (e.g. بالىلار — children, دەرسلەر — lessons, تاغلار — mountains, گۈللەر — flowers, چىراغلار — lights, شەھەرلەر — cities, يېزىلار — villages); the rule which states that a qualifier comes before the word which it qualifies does not only apply to the method of joining some specific word with another specific word, but to the method of joining every word belonging to the noun type with every word which qualifies it (e.g. مېنىڭ قەلىمىم — my pen, ئېگىز ئىمارەت — tall building, يېڭى دەرس — new lesson, ئىككىنچى ئۆي — the second room/house, گۈللەنگەن شىنجاڭ — prosperous Xinjiang). From the point of view of specific meaning, it is possible to construct innumerable sentences from several tens of thousands of Uyghur words but, from the point of view of grammar, those words only amount to a very limited number of types.

Another characteristic of grammar is that its rules are systematic. Grammar is not simply the sum of the rules of word inflection plus those of word or sentence combination, but a complete system produced by the combination of those rules in specific relationship according to their various levels of meaning and analysis.

In Uyghur for instance, on the one hand, the rules governing the inflection of words are differentiated into types and levels according to their mutual relationships and produce word classification systems which possess various inflectional characteristics; yet again, these word classes, joined to word classes which do not possess inflectional characteristics and to word classes which are not used independently, produce the Uyghur morphological system. On the other hand, the rules of word or sentence combination are divided into several types which are contingent upon each other and produce the syntax system of the Uyghur language; consequently, the complete Uyghur grammatical system is produced by the very close, interdependent union of the morphological and syntactical systems.

Another important characteristic of grammar is that it possesses a quality of stability. Grammatical structure has come into existence over the ages and has taken root deeply in the language, therefore its alteration is also due to the slow changing of the basic vocabulary. Of course, with the passing of time, change also occurs in the grammatical structure. It keeps gradually improving, perfecting and correcting its own rules and being continually enriched by new rules. However, the principles of grammatical structure continue to be preserved for a very long time. The fact that the sentences:

ئۇل سابىن ئەسدىپ، تۈن يەمە ئۇدىسقىم كەلمەس ئەرتى.

(بۇ سۆزنى ئىشتىپ، تۈن بويى ئۇيقۇم كەلمىدى.)

(After hearing this I could not sleep all night.)

from the surviving writings of Orkhun-Yenisey, written in the VIII Century, and:

ئۆكۈز ئاداقى بولغىنچە بۇزاغۇ باشى بولسا يىگ.

(ئۆكۈزنىڭ پۇتى بولغۇچە، موزاينىڭ بېشى بولغان ياخشى.)

(It is better to be the calf's head than the ox's foot.)

from the XI Century 'Dictionary of Turkic Languages' «تۈركى تىللار دىۋانى», are intelligible to us, as long as a caption is given to the individual words, indicates that the basic grammatical rules of modern Uyghur had been formed even in those periods, and that not only have they basically not changed up to the present day, but that they continue to make a productive contribution.

The term 'grammar' is also used in the sense of the science which studies the rules of word inflection, word formation and sentence construction — Grammatical Science. For example, if we say, 'Grammar is an important part of linguistics,' the word 'grammar' here means the science which studies the rules of word inflection, word formation and sentence construction, i.e. Grammatical Science.

Grammar books, whichever language they are written about, also come under the category of grammatical science. For example, if we say, 'This Uyghur grammar was compiled at the Nationalities Institute,' the term 'Uyghur grammar' here means grammatical science

concerning the rules of Uyghur word inflection, word formation and sentence construction. The grammatical system of a language is something which has an objective existence, this is, of course, of only one kind, but the grammar books written about language may be of various kinds. These grammar books themselves differ from each other in the degree to which they accurately reflect the grammatical system of the targeted language, which exists as an objective reality.

§2 Lexical Meaning and Grammatical Meaning

(لېكسىكلىق مەنە ۋە گراممماتىكلىق مەنە)

Each word in a sentence usually has two kinds of meaning — a lexical meaning and a grammatical meaning. **When we talk of lexical meaning we imply the concrete meaning which is exclusive to that word alone, and when we talk of grammatical meaning we imply an abstract meaning arrived at by way of a specific inflection rule, or combination rule, which is common to one class of words in that language**. For example, if we take the two words of the Uyghur sentence 'ئوقۇغۇچىلار كەلدى' (The students arrived), each of these two words, on the one hand, expresses a concrete meaning which differs from that of any other word; these are their lexical meanings. On the other hand, 'plural', 'nominative case' and 'subject' are the abstract meanings of the word 'ئوقۇغۇچىلار', and it has gained these meanings according to the inflection and combination rules which are common to nouns in the Uyghur language. Similarly, 'active voice', 'positive', 'direct indicative mood', 'simple past tense', '3rd person' and 'predicate' are the abstract meanings of the word 'كەلدى' and it has gained these meanings according to the inflection and combination rules which are common to verbs in the Uyghur language. These are the grammatical meanings of these two words. Lexical meaning is exclusive to each respective word alone, but grammatical meaning is common to any word which is inflected or combined according to a specific rule. For example, the words 'ياتاققا' (to the dormitory), 'سىنىپقا' (to the classroom), 'باغچىغا'

(to the park/orchard), 'بازارغا' (to the market), 'يېزىغا' (to the village), 'كىتابقا' (in[to] the book), 'دەپتەرگە' (in[to] the notebook), etc., differ from each other with respect to lexical meaning; their concrete meanings are completely separate, but their grammatical meaning is exactly the same, because they have all been inflected according to one rule.

§3 Grammatical Form

(گراممماتىكلىق شەكىل)

That which indicates the specific inflection or combination rule of words, i.e., the outward sign which represents the specific grammatical meaning, is called grammatical form. For example, if we take the two words of the sentence 'ئوقۇغۇچىلار كەلدى', given in the above example, the '**plural**' meaning of the word 'ئوقۇغۇچىلار', has been shown by the suffix '_لار' having been added to it; its '**nominative case**' meaning has been shown by no other case suffixes having been added to it (Ø [zero] marker); its '**subject**' meaning has been shown by the fact that it occurs in the nominative case and that it makes the predicator dependent on itself with respect to person, and comes in front of the predicator. The '**active voice**' meaning of the word 'كەلدى' has been shown by no other voice suffixes having been added to it (Ø marker); its '**direct indicative mood**' and '**simple past tense**' meanings have been shown by the suffix '_دى' having been added to it; its 3rd person meaning has been shown by no other person suffixes having been added to it (Ø marker), and its '**predicate**' meaning has been shown by the fact that it corresponds to its predicatee with respect to person, and comes after it. These outward signs are counted as grammatical form. At this point it is necessary to say that, while the addition of a suffix to a word is reckoned as being an outward sign (grammatical form), similarly, the non-addition of that suffix (Ø marker) is also reckoned to be a kind of outward sign (grammatical form), because, **in the inflection rules of words, while the addition of a certain suffix is an inflection rule, in a comparable way, the non-addition of that**

suffix is also an inflection rule. For example, in Uyghur, the addition of the suffix '_لار//_لەر' to nouns is a type of rule by which the plural meaning of the noun is shown. In a comparable way, the non-addition of '_لار//_لەر' is also a type of rule by which the singular meaning of the noun is shown.

Every grammatical meaning is shown by a specific grammatical form. Meaning which is not shown by grammatical form cannot be considered to be grammatical meaning.

It is possible to show grammatical form in various ways. Several of the most common ones in every language are as follows:

1. The addition of affixes. The overwhelming majority of grammatical forms in Uyghur are shown by means of adding affixes. For example, the case forms and ownership-dependent forms of the noun.

2. Word order. A method which holds an important position in the Chinese language is making word order a grammatical form. For example, the two sentences 'wǒ rènshi tā' (I know him), and 'tā rènshi wǒ' (he knows me) are only differentiated by their different word order. In the Uyghur language also, some grammatical forms are shown by word order. For example: certain qualifiers and adverbial modifiers (قىزىل قەغەز — red paper, چىرايلىق يازـ — write beautifully)...

3. The use of function words. This method also stands in an important position in Chinese. The majority of grammatical forms which are shown by case suffixes in Uyghur are expressed by means of function words in Chinese. For example, 'bǎ shū' (كىتابنى — book [accusative form]), 'zài xuéxiào' (مەكتەپتە — at school), 'xiàng qúnzhòng' (ئاممىغا — to the masses). Several grammatical forms are also shown by means of function words in Uyghur. For example, certain state-tense forms of the verb (كەلگەن ئىدىم [N.B. now written as كەلگەنىدىم] — I had come), aspect forms (يېزىپ بولـ — to finish writing), and the interrogative forms of some verbs (كەلدىڭمۇ؟ — Did you come?, سەنمۇ؟ — Is it you!?).

4. Repetition. Certain grammatical forms are also made by means of repetition. For example, the repeated form of Uyghur adjectives

(چوڭ ـ چوك — many big, ئۇزۇن ـ ئۇزۇن — many long).

5. Changing of sounds. In some languages grammatical forms are made by means of changing the root sounds of a word. For example, in Arabic, while the singular form of the word 'كتاب' (book) is 'كتاب (كتاب)', the plural form is 'كتب (كۇتۇب)'.

6. Changing of the root. In certain languages one may come across a situation in which a word is exclusive to only one specific grammatical form, and another word is used for its other grammatical form. For example, in Russian, the word /tʃelovjek/ is used for the singular form of the word 'ئادەم' (person) and the word /ljudi/ is used for the plural form (ئادەملەر — people). [N.B. The same is also true of this example in English.]

7. Intonation. Certain grammatical forms are also expressed by means of intonation. For example, certain interrogative sentences in Uyghur (كەلدىم؟ — Did I come?, مەنمۇ بارىمەن؟ — Shall I go too?/Have I to go too?).

§4 Grammatical Category

(گراممماتىكلىق كاتېگورىيە)

The classification of units constituting the inflection rules of words, and the rules of word and sentence combination, are called grammatical category. For example, in Uyghur, the concepts of singular and plural are expressed by means of the inflection of nouns (e.g. كتاب [book] — كتابلار [books], بالا [child] — بالىلار [children]); this is one kind of word-inflection rule and is called **'The Number Category'**. By means of inflection, nouns show that the object indicated by themselves belongs to another object (e.g. كتابىم — my book, كتابىڭ — your book, كتابى — his book); this is another kind of inflection rule and is called **'The Ownership-Dependent Category'**. By means of inflection, nouns can also express various relationships with other words in the sentence (e.g. كتاب —book, كتابنىڭ — the book's, كتابقا — to the book, كتابنى book [accusative form]); this is yet another

kind of word-inflection rule and is called **'The Case Category'**. In Uyghur, by means of placing some words in front of a noun, the subordination of those words to the noun is indicated; this is one kind of word combination rule and is called **'The Qualifier Category'**.

Although, within some grammatical categories, there are certain points of difference between the smaller constituent categories, the main categories are nevertheless produced by the relationship of a unity of opposites of those small grammatical categories which, in some respect, belong to one type. For example, the number category of Uyghur nouns has been produced by the relationship of a unity of opposites — the singular category and the plural category; the case category has also been produced by the relationship of a unity of opposites[2] — many different case categories; some grammatical categories consist of only one kind of unit, for example, each of the Uyghur categories of 'subject', 'predicate', 'grammatical object' and 'adverbial modifier', consist of only one type of unit.

The question of grammatical category is the central question of grammatical scholarship. Grammatical scholarship only distinguishes clearly the type of units which constitute language structure. It will only be able to accurately reflect the grammatical system which exists as an objective reality when the relationship of the unity of opposites and the relationship of levels of units of this type are correctly explained.

In order to correctly distinguish the grammatical categories of a language, it is necessary to pay special attention to the following several points.

1. Every grammatical category consists of the unity of grammatical meaning and grammatical form, but the relationship of grammatical form with grammatical meaning cannot always be one to one. In this respect, situations like the following may be encountered:

1) It is possible for one grammatical form to express several grammatical meanings and belong to several grammatical cate-

[2] In this case it would be more appropriate to say: a unity of 'unlikes'.

gories at the same time. For example, in Uyghur, the '-م' of 'بالام' expresses the meanings of ownership-dependent, 1st person, and singular; that is to say, at one and the same time it belongs to the three grammatical categories of ownership-dependence, person and number. The '-دى' of 'كەلدىم' expresses the meaning of simple past tense and the '-م' shows the meanings of 1st person and singular. When the two of them are joined together, they also express the meaning of direct indicative mood; in other words, the form '-دىم' belongs, at one and the same time, to the four grammatical categories of mood, tense, person and number.

2) **One grammatical form may, in fact, be several homonymous grammatical forms and may, in different positions, express completely different grammatical meanings and belong to several different grammatical categories**. For example, in Uyghur, a verbal form combined with the suffix '-ش//-ىش//-ۇش' may belong either to the verb's voice category or to the verbal noun category.

3) **One grammatical meaning may be expressed by means of several grammatical forms**. For example, in Uyghur, while the present imperfect tense form of the verb is usually expressed by first adding the suffix '-ى//-يې' and then the personal suffixes (e.g. ئويناىمەن — I play, كېلىمەن —I come, ئويناىسەن — you play), in poems and proverbs it is also expressed by adding the personal suffixes to the participial form of the verb which is formed by means of the suffix '-ار//-ەر' (e.g. ئوينارمەن — I play, كۆرەرمەن — I see, ئوينارسەن — you play, كۆرەرسەن — you see).

4) **It is possible for a grammatical meaning to be expressed in one form in some words and in another form in other words**. If we take the nominal cases of the Russian language, they consist, for the most part, of three forms. For example, the 3rd case form of the noun /knigə/ (book) is /knige/; the 3rd case form of the noun /stol/ (table) is /stəlu/, and the 3rd case form of the noun /tetrat(j)/ (notebook) is /tetrədi/.

5) **One grammatical meaning may, in context, have different implications**. For example, in Uyghur, while in one place the concept of singleness, expressed by means of the singular form of the noun, indicates one type of object (e.g. پويىز — قاتناش قورالى. — The train is a means of transport), in another place it indicates a particular object belonging to one type (e.g. مەن مۇشۇ پويىزدا كەلدىم — I came on this train). This is a phenomenon of the multi-sense grammatical form and should not be confused with the above mentioned phenomenon of homomorphous grammatical forms. Homomorphous grammatical forms express completely different grammatical meanings. Multi-sense grammatical forms express several concepts which are related to one grammatical meaning.

2. **Grammatical category is not equivalent to logical category**. The question of grammatical category is related to the law of language structure, whereas the question of logical category is related to the law of thinking, and although every grammatical category is, on the whole, based on the logical category, the two are nevertheless not the same, because first of all, the logical category is not necessarily expressed as a grammatical category in absolutely every language. For example, the concept of gender difference in people and things (the logical category concerned with gender) is expressed as a grammatical category in Russian, but in Chinese and Uyghur, rather than being expressed as a grammatical category, when found to be necessary, it is expressed lexically. The concept concerning the person of people (the logical category concerned with person) is expressed as a grammatical category in Uyghur (كەلدىم — I came, كەلدىڭ — you came, كەلدى — he came),[3] but in Chinese it is expressed lexically, rather than as a grammatical category (wǒ lái le — I came, nǐ lái le — you came, tā lái le — he

[3] Because the 3rd person personal pronoun 'ئۇ' is used for both male and female, I have chosen to translate it as 'he' (except in cases where this is obviously inappropriate), rather than using the unwieldy 'he/ she' form.

came). Secondly, logical category and grammatical category cannot be matched from the point of view of meaning. For example, the grammatical concept expressed by the singular form of nouns in Uyghur is completely different from the logical concept concerned with the singleness of persons and things. The concept of singleness as a logical concept applies to only one specific object, but the concept of singleness as a grammatical concept in Uyghur, besides applying to just one specific object, also applies to objects of one type and, in addition, it also applies to a number of things indicated by a definite numeral. In Russian, although it is possible for the concepts of masculine gender and feminine gender as a grammatical concept to basically be at one with the biological concept of masculine and feminine gender in nouns which indicate living creatures (a logical concept) (e.g. /mat(j)/ — mother [feminine gender], /ətjets/ — father [masculine gender], /petuχ/ —cock [masculine gender], /kuritsə/ — hen [feminine gender]), it is nevertheless impossible for there to be a logical basis in nouns which indicate inanimate objects. Why does the noun /knigə/ (book) go into the feminine category and the noun /sləvar(j)/ (dictionary) into the masculine category? Why does the noun /karəndaʃ/ (pencil) go into the masculine category and the noun /rutʃkə/ (handle) into the feminine category? It is not possible to give a logical reason for this. In some nouns, the grammatical concept of gender and the biological concept of gender are even opposed. For example, the noun /ribjonək/ (baby) goes into the masculine category grammatically but, in fact, it is applied to both boy babies and girl babies.

In short, grammatical category is not the same thing as logical category. Therefore, in grammatical research, we should never attempt to make grammatical category agree with logical category, because such an attempt would inevitably cause the objectively existent grammatical categories of language to be misrepresented.

3. It is simply not possible for the grammatical categories of one language to be exactly the same as the grammatical categories of another language (basically one from a non-cognate language). Each language is distinguished from other languages by unique grammatical categories. The disparity of grammatical category in different languages is apparent in the following two respects:

1) There may be grammatical categories in one language which do not exist in another language. For example, in Uyghur the noun has an ownership-dependent category, but in Chinese there is no such grammatical category. In Chinese there is a 'complementary' (تولۇقلىغۇچى) category, but Uyghur does not have such a category. Russian has a gender category, but such a category does not exist in Chinese and Uyghur.

2) Grammatical categories which are common to different languages differ in content. For example, verbs have a voice category in both Uyghur and Russian, but categories like the causative voice and mutual voice in Uyghur do not appear in Russian. Both Uyghur and Russian have a case category, but the components of the Uyghur case category are not the same as those of the Russian case category. In addition, the meanings of cases which exist in both cannot be entirely the same as each other. For example, the possessive case in Russian, as well as expressing relationship, sometimes indicates the object of an action (e.g. /ʃtenije gəzjet pol(j)eznə/ — Reading newspapers is beneficial). Nouns qualified with numerals other than one, are required to be in the possessive case (e.g. /zdjes dva ʒurnalə/ — Here are two magazines.), but the possessive case in Uyghur basically indicates a possessive relationship.

To sum up, **every language possesses unique grammatical categories.** Therefore, it is essential in grammatical research to resolutely avoid imposing the grammatical categories of one language on the grammatical categories of another language in just the same way.

§5 Morphology and Syntax

(مورفولوگىيە ۋە سىنتاكسىس)

Grammar is divided into two sections — morphology and syntax. Morphology researches the grammatical types of words (word classes/parts of speech)[4] and the inflection rules of words (the grammatical forms of words). Strictly speaking, the object of morphology is limited only to the above and does not include the rules of word formation. However, in a number of languages, particularly Uyghur, the formation of new words is just the same as the formation of grammatical forms, because it is basically carried out by means of adding affixes to a word; in addition, because every new word which is formed is intimately related to a class of words, the rules of word formation are usually introduced into morphology. When morphology also includes the rules of word formation it takes on a wider meaning. **Syntax researches methods of organizing words and producing phrases and clauses from them. It also researches clause types and ways of organizing them to produce complex sentences.**

Morphology and syntax are closely bound together, being contingent upon one another. For example, in Uyghur, a nominative case noun (morphological category) occurs in a sentence primarily as the subject (syntactical category). The predicate is expressed by means of the predicate forms of the verb. An accusative case noun (morphological category) occurs in a sentence as the grammatical object (syntactical category), and the grammatical object is expressed by means of an accusative case noun.

[4] I prefer to use the term 'word class' rather than 'part of speech', as, in syntax, a sentence may be classified as 'the smallest part of speech', i.e. the smallest element of language used in coherent speech.

§6 Morphemes

(مورفېما)

The smallest segments of meaning in a language, which cannot be broken down into other meaningful segments, are called morphemes. For example, in Uyghur, if we take the word 'ئىشچىلارغا' (to the workers), it is possible for us break it down into four parts — 'ئىش ـ چى ـ لار ـ غا' — and each of these segments represents a specific meaning. 'ئىش' indicates a specific matter, 'ـ چى' indicates the meaning of someone who deals with a certain matter, 'ـ لار' indicates a plural meaning, and 'ـ غا' indicates a movement or sign which is intended for a certain target. These meaningful segments cannot be broken down into other meaningful segments, therefore, each of these four segments is called a morpheme.

Some morphemes can stand on their own and indicate a specific meaning; such morphemes are called independent morphemes. Of the above four morphemes, the morpheme 'ئىش' (work, matter) is an independent morpheme. **Some morphemes only occur and are able to indicate a specific meaning when added to words (independent morphemes). Such morphemes are said to be auxiliary morphemes.** Of the above four morphemes, the morphemes, 'ـ چى', 'ـ لار' and 'ـ غا' are auxiliary morphemes (usually just called 'suffixes').

Auxiliary morphemes are further divided into two types according to their role — **word-formation morphemes** and **word-inflection morphemes.**

Affixes which, when added to a word, make a new word, are called word-formation morphemes (usually called word-formation affixes). For example, in Uyghur, if the morpheme 'ـ چى' is added to the morpheme 'ئىش', a new word — 'ئىشچى' (worker) — is produced. If added to the word 'تۆمۈر' (iron), the new word 'تۆمۈرچى' (blacksmith) is produced. If the morpheme 'ـ لىق// ـ لىك' is added to the word 'دەرەخ' (tree), a new word — 'دەرەخلىك' (forest) — is produced. If added to the word 'خۇشال' (happy), the new word 'خۇشاللىق'

(happiness) is produced. Morphemes like 'چى_' and 'لىق//_لىك' are word-formation morphemes.

Morphemes which, when added to a word, add to it various grammatical meanings rather than changing its lexical meaning, are called word-inflection morphemes. For example, in Uyghur, if the morpheme 'لار_' is added to the noun 'ئىشچى', it does not change the lexical meaning of the noun 'ئىشچى', but adds to it a plural meaning, and if the morpheme 'غا_' is added to the noun 'ئىشچى', it does not change the lexical meaning of the noun 'ئىشچى', but adds to it a dative case meaning. Morphemes like 'لار_' and 'غا_' are word-inflection morphemes.

Some word-inflection morphemes are unmarked (or Ø-marked). This is the same problem as the problem of grammatical forms being unmarked and we have discussed this above. **Some word-inflection morphemes represent several morphemes at the same time, and express several grammatical meanings. Some word-inflection morphemes represent different morphemes in different places, and some word-inflection morphemes are synonymous, while certain word-inflection morphemes are multi-sense**. These problems are the same as the problem concerning the relationship of grammatical form and grammatical meaning which we have discussed fully above

§7 Words

(سۆز)

The smallest single-standing unit of language which expresses a concept, and is formed as a body that is indivisible as to meaning and sound, is called a word. For example, if we take the Uyghur words 'ئادەم' (person), 'ئىشچى' (worker), 'ئىشلە_' (work [vb]) and 'ئوقۇ_' (read), each of them occurs as a single unit which is indivisible in meaning and sound, stands on its own, and expresses a specific concept. Although such words as 'بەرىش_كېلىش' (dealings, contact), 'دەپتەر_قەلەم' (pen and paper/study tools/writing implements),

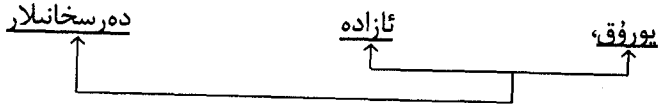
'ئاددىي_سادا' (simple), 'تۆمۈرىول' (railway), 'كۆزەينەك' (glasses) and 'قولقاپ' (glove [in Northern Xinjiang; the Kashgar term for glove is 'پەلەي']) are made up of two words, these two words have nevertheless become one body as to meaning and sound and express only one concept, therefore each of these is considered to be one word.

§8 Phrases

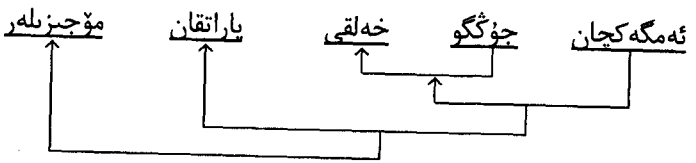
(سۆز بىرىكمىسى)

A language unit which is produced by syntactically combining two or more independent words, and, in comparison with the words, indicates a complex concept rather than one specific idea, is called a phrase. For example, if we take the Uyghur expressions, 'تۇرسۇننىڭ دادىسى' (Tursun's father), 'شەھەرگە كىرمەك' (to enter the city/town), 'چىرايلىق يازماق' (to write beautifully) and 'تىرىشىپ ئوقۇماق' (to study diligently), they have been produced by syntactically combining two words, and none of them indicates specific ideas, but rather, a complex concept. These are considered to be Uyghur language phrases.

Phrases are made complex by combining a word with a phrase or a phrase with a phrase. As phrases become more complicated, the concepts which they express also become more complex. e.g.:



(a bright, spacious classroom)



(miracles wrought by the hard-working Chinese people)

§9 Sentences

(جۈمله)

The language unit which indicates the speaker's specific ideas is called the sentence. A sentence is usually produced by combining two or more words or phrases. In some circumstances it is also possible for a single word to express a specific idea and to act as a sentence. In every sentence there is a modal concept which expresses the specific attitude of the speaker. For example:

We must complete the task. بىز ۋەزىپىنى چوقۇم ئادا قىلىمىز.

قۇدرەتلىك مەملىكەت قۇرۇش ئۈچۈن ئىتتىپاقلىشايلى!

Let us unite to establish a powerful nation!

ــ بۈگۈنكى يىغىنغا سىزمۇ قاتنىشامسىز؟

'Are you attending today's meeting?'

'Yes, I am (attending)'. ــ قاتنىشىمەن.

Compound sentences, which express even more complex and even more complete ideas, may be produced by joining two or more simple sentences in specific ways.

§10 Sentence Components

(جۈمله بۆلىكى)

When words and phrases are classified according to their function in the sentence or phrase they are called sentence components. For example, words or phrases which perform the function of the predicatee in the sentence are called 'the subject', and words or phrases which perform the function of the predicator are called 'the predicate'. Words which are dependent on nouns are called 'qualifiers'.

§11 Word Classes (Parts of Speech)

(سۆز تۈركۈملىرى)

When the words of a language are classified according to their meaning and grammatical characteristics, they are called word classes. For example, in Uyghur, words which indicate an object and

are inflected according to number, ownership-dependent and case categories, are allocated to one class and are called 'nouns' (e.g. كىتاب — book, ئادەم — person, سىياسەت — policy/politics, خۇشاللىق — happiness, بوران — storm, يامغۇر — rain...); words which indicate the action of an object and are inflected according to such grammatical categories as voice, mood, state-tense and person, are allocated to another class and are called 'verbs' (e.g. ـ يا ز — write, ـ ئىشلە — work, ـ ئولـتۇر — sit, ـ يە — eat, ـ يار — split, ـ شادلان — be happy); words which indicate the quality of an object and can occur directly as qualifiers of nouns are allocated to yet another category and called 'adjectives' (e.g. قىزىل — red, ئېگىز — tall, چوڭقۇر — deep, يۇمىلاق — round, قىزغىن — enthusiastic, شەرەپلىك — honourable, زېھنىي — intelligent).

Chapter 2
CHARACTERISTICS OF UYGHUR MORPHOLOGY

§1 Word Structure
(سۆزنىڭ تۈزۈلۈشى)

Components of the Uyghur lexicon are classified, according to structure, into root words, derivative words, fixed words, compound words, paired words and abbreviations.

1. **Root words** (تۈپ سۆز)

Root words consist of only one morpheme. For example:

mountain	تاغ	ground	يەر	water	سۇ
person	ئادەم	matter	ئىش	walk	ماڭ-
run	يۈگۈر-	blue	كۆك	tall	ئېگىز
five	بەش	ten	ئون	who	كىم
for	ئۈچۈن				

2. **Derivative words** (ياسالما سۆز)

Derivative words are made by adding word-formation affixes to root words. For example:

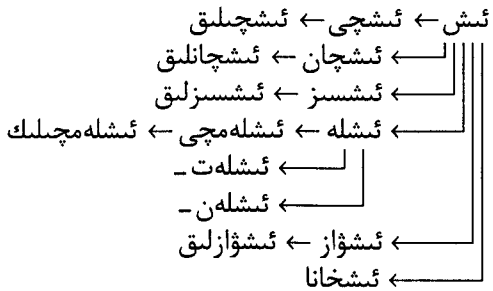
worker	(< ئىش + -چى)	ئىشچى
strong	(< كۈچ + -لۈك)	كۈچلۈك
revolutionary	(< ئىنقىلاب + -يى)	ئىنقىلابىي
flower-bed	(< گۈل + -زار)	گۈلزار
work	(< ئىش + -لە-)	ئىشلە-
become young/be rejuvenated/revive	(< ياش + -ئار-)	ياشار-

The majority of Uyghur affixes are suffixes and are added to the end of the word. However, a few prefixes which play a role in word formation are also used and are added to the front of the word. They have basically been assimilated from Persian. For example:

pitiful	(< بى- + چارە)	بىچارە

hopeless	(< نا- + ئۈمىد)	نائۈمىد
badly-behaved	(< بەت- + قىلىق)	بەتقىلىق
sure enough	(< دەر- + ۋەقە)	دەرۋەقە

In Uyghur, it is possible for various word-formation suffixes to be added separately, or one after the other, to produce various derivative words. Words belonging to such a group, formed on the basis of one root word, are called 'common-root words' (يىلتىزداش سۆزلەر) **and the root word which is basic to them is called a 'word root'** (سۆز يىلتىزى). For example:



3. **Fixed words** (قاتما سۆز)

In Uyghur, some lexical units have been produced through certain words or phrases having become set in a fixed grammatical form. These may be called 'fixed words'. For example:

Akhunum (respectful form of address for a religious leader or judge/affectionate term for a young boy)	ئاخۇنۇم		
in comparison (with)/according (to)/judging by	قارىغاندا		
continuously/without stopping	ھە دەپ		
always/persistently	ھە دېگەندە (In Kashgar the term is ھە دېسلە)		
in spite of that/having said that	دېگەنبىلەن تۇرسۇن		
about/concerning	ھەققىدە	daily (adv)	كۈندە
anew/all over again	يېڭىۋاشتىن	suddenly	بىردىن
Setiwaldi (name [m])	سېتىۋالدى	Tiliwaldi (name [m])	تىلىۋالدى
Khudabärdi (name [m])	خۇدابەردى		

4. Compound words (بىرىككەن سۆز)

Compound words are lexical units which are produced as a result of two words combining in a dependent-subordinating or subject-predicate relationship, and becoming an indivisible body in sound and meaning. For example:

owl	ھۇۋقۇش	stomach	ئاشقازان
spring	ئەتىياز	poster	تام گېزىت
(the) East	كۈنچىقىش	sash	بەلباغ
ostrich	تۆگىقۇش	rose	قىزىلگۈل
pay attention	زەن سال ـ	Maytagh (place name)	مايتاغ
obey/comply with	رىئايە قىل ـ	old man/elder	ئاقساقال

Because a characteristic of compound words is that they cannot be split up, with the passing of time it has been possible for some of them to undergo phonetic changes and become root words. In our language, such words as the following are of this type:

hip	يانپاش (< يان + باش)
today	بۈگۈن (< بۇ + كۈن)
bracelet	بىلەزۈك (< بىلەك + ئۈزۈك)
eighty	سەكسەن (< سەككىز + ئون)

5. Paired words (جۈپ سۆز)

Paired words are lexical units produced by the pairing up of two coordinate elements. According to their structure, paired words may be further divided into the following types:

a) Paired words produced by pairing up two words which are related in some way. Paired words of this type express a new lexical meaning produced by the blending of the meanings of the two words. For example:

summer and winter (= throughout the year, all year long) قىش ـ ياز
pen and paper (= study equipment/writing materials) دەپتەر ـ قەلەم
today or tomorrow (= in the next few days) بۈگۈن ـ ئەتە
trials and difficulties (= various hardships) جاپا ـ مۇشەققەت

There are several types of relationship between such components:

Synonymous relationship. For example:

inexhaustible/boundless	پۈتمەس ـ تۈگىمەس
mercy and loving-kindness	مېھىر ـ شەپقەت
sadness and sorrow	قايغۇ ـ ھەسرەت
hopes and wishes	ئارزۇ ـ ئارمان

'Same type' relationship. For example:

study tools/writing implements			دەپتەر ـ قەلەم
all kinds of melons	قوغۇن ـ تاۋۇز	bedding	يوتقان ـ كۆرپە
cold and hungry	ئاچ ـ يالىڭاچ	gunpowder	ئوق ـ دورا

Relationship of opposites. For example:

upside down	ئاستىن ـ ئۈستۈن
black and white	ئاق ـ قارا
high and low/bumpy	ئېگىز ـ پەس
today or tomorrow/in the next few days	بۈگۈن ـ ئەتە
comings and goings/social contact (among neighbours)	كىرىش ـ چىقىش
comings and goings/dealings/contact (involving travel)	بېرىش ـ كېلىش

b) Paired words produced by the repetition of a word. For example:

beating	ئۇر ـ ئۇر	every road	يول ـ يول
crowded	باس ـ باس	sprigged/spotted	چېكىم ـ چېكىم
fleeing	قاچ ـ قاچ		

c) Paired words produced by pairing with a word which is not used on its own. The part of these paired words that is not used on its own ***serves to extend the range of meaning of the word with which it has been paired.*** For example:

children and their mother			بالا ـ چاقا
cooking and eating utensils			قاچا ـ قومۇچ
bad health/ill health			ئاغرىق ـ سىلاق
fragmentary/in bits and pieces			پارچە ـ پۈرات
clothing			كىيىم ـ كېچەك
fruits and nuts	مېۋە ـ چېۋە	scrap iron	تۆمۇر ـ تەسەك

d) <u>Paired words produced by pairing a rhyming component, beginning with the sound "پ//p" or "م//m", with a word, basically a noun</u>. The rhyming component of these words ***serves to widen the range of meaning of the word with which it has been paired.*** e.g.:

various kinds of bread	نان ـ پان
tea(-like drinks) and snacks	چاي ـ پاي
all kinds of books	كتاب ـ پتاب
all the rooms in the house/the whole house	ئۆي پۆي
various domestic animals	ئات ـ پات
the grounds/yard	هويلا ـ پويلا
various vehicles	ماشىنا ـ پاشىنا
desks and other classroom furniture	پارتا ـ مارتا

e) <u>Paired words produced by pairing two components, neither of which is used separately</u>. For example:

bumpy/up and down	ئوڭغۇل ـ دوڭغۇل
topsy-turvy/higgledy-piggledy	ئوڭتەي ـ توڭتەي
low murmuring of private conversation	گۇڭۇر ـ مۇڭۇر
intimate/as thick as thieves	ئاپاق ـ چاپاق

6. <u>Abbreviations and Acronyms</u> (قسقارتىلما سۆز)

Words that are formed by taking a sound (in writing, a letter), or a syllable, from the beginning of each component of phrases which indicate the title of things are called abbreviations or acronyms. There are still not many such words in Uyghur. For example:

ش ئۇ ئا ر	Xinjiang Uyghur Autonomous Region	شىنجاڭ ئۇيغۇر ئاپتونوم رايونى
ج خ	Public Security	جامائەت خەۋپسىزلىكى
ب د ت	United Nations Organization	بىرلەشكەن دۆلەتلەر تەشكىلاتى
رايكوم	Regional Committee	رايونلۇق كومىتېت

§2 Word Classes (Parts of Speech)

(سۆز تۈركۈمى)

Uyghur word classes may be illustrated by the following chart **(p. 33)**:

Word Class			Examples
Inde-pendent words	Verb		ياز ـ ، ماڭ ـ ، كۆل ـ ، سەمرى ـ ، كۆكەر ـ
	Sub stan-tive words	noun	تاغ، سۇ، كەتمەن، نان، ئىراده، كۆلكه
		adj.	قىزىل، ئېگىز، يۇمىلاق، سۈنئىي، گراممماتىك
		num-eral	بەش، ئون بىر، ئىككىنچى، بەشچه، ئۆچتىن بىر
		meas-ure wd	يۇتۇم، سېلىم، كىلومېتر، سەر، چارەك، نەپەر
		adverb	بۈگۈن، ئۆگۈنلۈككه، دەرھال، ناھايىتى، قىسمەن
		pron-oun	مەن، بىز، نېمه، قانداق، قانچه، ئۆزۈم، ئاللىكىم
		imita-tive wd.	ۋاراڭ ـ چۇرۇڭ، پال ـ پۇل، لوق ـ لوق، شىر ـ شىر
function words	conjunction		ۋه، بىلەن، ھەم، ھەمده، چۈنكى، لېكىن
	postposition		ئۈچۈن، توغرۇلۇق، ئارقىلىق ئائىت، قارىغاندا
	particle		ـ مۇ، ـ چۇ، ـ غۇ، ئېھتىمال، ـ لا، ـ زه
exclamatory words			پاھ، ۋايجان، ئەستاغپۇرۇللا، ئاپلا، تىر ـ تىر

Uyghur words are divided into twelve word classes on the basis of their meaning, their inflectional peculiarities, and the specifics of their combination with other words. These are: **nouns, adjectives, numerals, measure words, adverbs, pronouns, verbs, imitative words, post-positions, conjunctions, particles and exclamations**. Because the first eight of these are able to occur as sentence elements on their own, they are called 'independent words' (مۇستەقىل سۆزلەر), and because the following three — postpositions, conjunctions and particles — are added to other independent words and express a grammatical, or auxiliary meaning, or merely serve to link words or sentences, they are called 'function words' (ياردەمچى سۆزلەر). Exclamations, which stand between independent words and function words, are a special word class. **Because independent words, apart from verbs, possess several other common characteristics, they are called 'substantive words'** (تۇرغۇن سۆزلەر).

§3 Morphological Forms of Words

(سۆزنىڭ مورفولوگىيىلىك شەكىللىرى)

Uyghur is a language extremely rich in morphological forms. The morphological forms of the word are formed by adding inflectional suffixes or joining special function words to the word. Rather than changing the lexical meaning of a word, the various morphological suffixes of that word add to it various relational meanings (grammatical meanings), or change its grammatical capacity.

1. Among Uyghur word classes, the verb class is considered to be the richest in morphological forms. By means of inflection, Uyghur verbs produce the following morphological forms:

Voice forms which are seen in the verb stem. For example:

يېزىش- يېزىل- يازدۇر- ياز-

Negative/Positive forms. For example:

ياز- يازما-

Various mood forms which are seen in the predicate forms of the verb. For example:

يازغۇدەكمەن يېزىپتىمەن يازدىم
يازغىيدىم يازاي يازسام

State/Tense forms. For example:

يازماقچىمەن يېزىۋاتىمەن يازمەن
يازغاندىم يازغانمەن يازدىم
يازماقچىدىم يېزىۋاتاتتىم يازاتتىم

Person forms. For example:

يازسەن يازمىز يازمەن
يازدۇ يازسىلەر

Various substantive word forms of the verb which function as adjectives, nouns and adverbs. For example:

Participles:

يازار يېزىۋاتقان يازدىغان يازغان

Verbal Nouns/Gerunds:

يازغۇچى يازغۇ يېزىش يازماق
يازدىغانلىق يېزىۋاتقانلىق يازغانلىق

Adverbials:

يازغاچقا يازغاچ يېزىپ يازا
يازغانسېرى يازغىلى يازغۇچە

Uyghur verbs also combine, in the form of substantive words, with certain auxiliary verbs, to produce the **complex stem forms** of the verb. These complex stem forms of the verb express an abundance of grammatical meanings, including the meanings of all kinds of aspects and states. For example:

يازۋەر- يېزىۋەت- يېزىپ قوي- يېزىپ بول-
يېزىپ تۇر- يېزىپ بەر- يېزىۋال- يېزىپ چىق-
يېزىشقا باشلا- يېزىپ يات- (يېزىۋات-) يېزىپ ئولتۇر-
يازدىغان بول- يازغان بول- يېزىپ باق- يازغىلى تۇر-
يېزىۋاتقان بول-

In a sentence, Uyghur verbs can embody several morphological forms at the same time and express several grammatical meanings.

For example, if we take the verb form:

I wasn't able to get them to meet. كۆرۈشتۈرەلمىدىم

it expresses eight grammatical meanings — mutual voice, causative voice, abilitative aspect, negativity, direct indicative mood, simple past tense, 1st person, singular.

2. Uyghur nouns are also a modifiable word class. By means of inflection, Uyghur nouns produce the following morphological forms:

Singular and plural forms. For example:

house — houses/room — rooms	ئۆي — ئۆيلەر

Ownership-dependent forms. For example:

my house	ئۆيۈم
your house (singular ordinary form)	ئۆيۈڭ
your house (polite form)	ئۆيىڭىز
our house	ئۆيىمىز
your house (plural ordinary form)	ئۆيۈڭلار
his house/their house	ئۆيى

All kinds of case forms. For example:

house (nominative case)	ئۆي
of the house (genitive/possessive case)	ئۆينىڭ
to the house (dative case)	ئۆيگە
the house (accusative case)	ئۆينى
in the house (locative case)	ئۆيدە
from the house (ablative case)	ئۆيدىن
like a house (similitude case)	ئۆيدەك
(in/of) the house (locative-qualitative case)	ئۆيدىكى
as far as the house (limitative case)	ئۆيگىچە
the same size as a house (equivalence case)	ئۆيچىلىك

Combined with function words called 'postpositions' (تىركەلمىلەر), **Uyghur nouns also produce noun-postposition constructions. These constructions are actually counted as the analytic case forms of the noun**. For example:

concerning the house	ئۆي توغرۇلۇق
via the house/by means of the house	ئۆي ئارقىلىق
for the house	ئۆي ئۈچۈن
with the house	ئۆي بىلەن
throughout the house	ئۆي بويىچە
such as the house	ئۆي قاتارلىق
like the house	ئۆي كەبى
pertaining to the house	ئۆيگە ئائىت

When Uyghur nouns join a sentence, they may embody several morphological forms and express several grammatical meanings at the same time. For example, if we take the nominal form:

my children's بالىلىرىمنىڭ

it expresses five grammatical meanings — plural, ownership-dependent, 1st person, singular, possessive case.

3. In Uyghur, whole numerals from one to ten, the respective whole numerals at every tenth step in the double digits (i.e. 20, 30, 40, 50, 60, 70, 80, 90) and large numerals, such as '(a) hundred' (يۈز), **'(a) thousand'** (مىڭ), **'(a) million'** (مىليون) **and '(a) thousand million'** (مىليارد), **are considered to be simple numerals and are expressed by specific single words. Apart from these, whole numerals are considered to be complex numerals and are produced by adding numerals with fewer digits to numerals with a larger number of digits**. For example:

eleven	ئون بىر
eighty five	سەكسەن بەش
a hundred and five	يۈز بەش

or, by numerals with fewer digits multiplying numerals with a larger number of digits. For example:

two hundred and five thousand	ئىككى يۈز بەش مىڭ
thirteen thousand	ئون ئۈچ مىڭ
seventeen million	ئون يەتتە مىليون

In Uyghur, only simple numerals of three or more digits are multiplied in this way. For example:

two hundred	ئىككى يۈز
five thousand	بەش مىڭ
four hundred thousand	تۆت يۈز مىڭ
thirteen million	ئون ئۈچ مىليون

The original forms (i.e. with respect to meaning and morphological form) of Uyghur simple and complex numerals are considered to be cardinal numerals and, by means of their inflection, varieties of numerals such as the following are formed:

Approximate Numerals (مۆلچەر سان). For example:

round about ten	ئونچە
about one thousand	مىڭچە
approximately one thousand	مىڭدەك
five to ten/between five and ten	بەش ـ ئون
ten or so	ئون نەچچە

Ordinal Numerals (تەرتىپ سان). For example:

first	بىرىنچى	twelfth	ئون ئىككىنچى

Fractions/Fractional Numerals (كەسىر سان). For example:

a quarter (1/4)	تۆتتىن بىر
twenty hundredths (20/100)/ nought point two (0·2)	يۈزدىن يىگىرمە

Distributive Numerals (تەقسىم سان). For example:

one each/singly, one at a time	بىردىن
five or six each/in groups of five or six/ in five or six places	بەش ـ ئالتىدىن

Adverbial Numerals (رەۋىش سان)

in thousands	مىڭلاپ
in ones and twos/in ones or twos	بىرلەپ ـ ئىككىلەپ

'Number of Persons' Numerals (كىشىلىك سان). For example:

someone	بىرەيلەن
(the) five of us/you/them	بەشەيلەن

ten or so of us/you/them	ئون نەچچەيلەن

Pronominal Numerals (ئالماش سان). For example:

(the) two of us/both of us	ئىككىمىز
(the) five of you	بەشىڭلار
(the) four of them	تۆتى

4. By inflection, adjectives which are able to strengthen or weaken meaning in Uyghur (adjectives of degree) produce the following forms:

Original [Positive] Degree (ئەسلى دەرىجە). For example:

common, simple	ئاددىي
short	قىسقا

Decreasing Degree (كېمەيتمە دەرىجە). For example:

rather common, a bit simple	ئاددىيراق
somewhat short	قىسقىراق

Emphatic Degree (ئاشۇرما دەرىجە). For example:

really common, absolutely simple	ئاپئاددىي
really short	قېپقىسقا

Endearing Degree (ئەركىلەتمە دەرىجە). For example:

delightfully simple	ئاددىيغىنا
beautifully short	قىسقىغىنا

Comparative Degree (سېلىشتۇرما دەرىجە). For example:

more common than, simpler than	ـ دىن ئاددىيراق//(ئاددىي)
shorter than	ـ دىن قىسقىراق//(قىسقا)

5. Pronouns are a class of words which act as substitutes for nouns, adjectives and numerals and occur in place of those words. Whichever word class Uyghur pronouns replace, they are basically inflected in the same way as that word class and produce morphological forms which are the same as the morphological forms of that word class.

6. By means of the combination of Substantive Words with the auxiliary verbs 'بول ـ' and 'قىل ـ' in their role as complete copulas, the verbal forms of those words are produced and are used in just the same way as ordinary verbs. For example:

to be a garden	باغ بول ـ	make (into) a garden	باغ قىل ـ
to be small	كىچىك بول ـ	make small	كىچىك قىل ـ
to be beautiful	چىرايلىق بول ـ	make beautiful	چىرايلىق قىل ـ
to be like this	مۇنداق بول ـ	make like this	مۇنداق قىل ـ
to be a person			ئادەم بول ـ
to be fifteen (in number)			ئون بەش بول ـ
to make (up to) fifteen			ئون بەش قىل ـ

§4 The Usage of Multi-Variant Suffixes

(كۆپ ۋاريانتلىق قوشۇمچىلارنىڭ قوللىنىلىشى)

The overwhelming majority of Uyghur word-formation and word-inflection suffixes have two or more forms. For example, while the plural nominal suffix occurs in one place in the form 'ـ لار' (كىتابلار — books), in another place it occurs as 'ـ لەر' (دەپتەرلەر — notebooks). The nominal locative case suffix occurs in one place in the form 'ـ دا' (بازاردا — at the market), in another place in the form 'ـ دە' (ئۆيدە — at home), in another place in the form 'ـ تا' (كىتابتا — in the book) and in yet another place in the form 'ـ تە' (مەكتەپتە — at school). Such differing forms of a suffix are called **'variants'** (ۋاريانتلار). When showing multi-variant suffixes we place the symbol '//' between them. For example, we show the nominal plural suffix in the form 'ـ لار//ـ لەر' and the locative case suffix in the form 'ـ دا//ـ تا//ـ دە//ـ تە'.

The law of phonetic harmonization (تاۋۇشلارنىڭ ماسلىشىش قانۇنى) in Uyghur has given rise to multi-variant suffixes, and the different variants of one suffix are added so as to harmonize with the phonetic characteristics of the particular stem to which the suffix is added. The circumstances applying to the harmonization of variants with stems are as follows:

1. Of variants like 'ـ دىن//ـ تىن', which differ with respect to the voicedness (resonance) or voicelessness of the first sound, the suffixes beginning with a voiced sound are combined with stems which end in a voiced sound (i.e. a vowel or a voiced consonant), and those beginning with a voiceless sound are combined with stems which end in a voiceless sound (i.e. a voiceless consonant).[5] For example:

from/out of paper	قەغەز + ـ دىن ← قەغەزدىن
from outside	تالا + ـ دىن ← تالادىن
from our hand	قولىمىز + ـ دىن ← قولىمىزدىن
from the horse	ئات + تىن ← ئاتتىن
(some) of the food	ئاش + تىن ← ئاشتىن
from study	ئۆگىنىش + تىن ← ئۆگىنىشتىن

2. Variants like 'ـ سا//ـ سە', which differ with respect to the tongue position of the constituent vowel, are combined so as to correspond to the tongue position of the vowel in the final syllable of the stem (i.e. a suffix containing a front vowel is matched to a final syllable containing a front vowel and a suffix containing a back vowel is matched to a final syllable containing a back vowel.)[6] For example:

if he writes	يازسا ← ياز + ـ سا
if he comes	كەلسە ← كەل + ـ سە
if he sits	ئولتۇرسا ← ئولتۇر + ـ سا
if he seeks for	كۆزلسە ← كۆزله + ـ سە

3. Of variants like 'ـ سى//ـ ى', which differ in beginning or not beginning with a vowel, the form which begins with a vowel is combined with stems which end in a consonant, and the form which begins with a consonant is combined with stems which end in a vowel. For example:

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[5] All vowels are voiced or resonant.
The voiced consonants are: ب، ج، د، ر، ز، ژ، غ، گ، ك، ل، م، ن، ۋ، ي.
The unvoiced consonants are: پ، ت، چ، خ، س، ش، ف، ق، ك، ھ

[6] ئە، ئۇ، ئۆ are front vowels, ئا، ئو، ئۇ are back vowels. ئى and ئې are mid vowels and may be front or back depending on other vowels or consonants in the word.

his pen	قەلەم + ـ ى ← قەلىمى
their square	مەيدان + ـ ى ← مەيدانى
his stature	گەۋدە + ـ سى ← گەۋدىسى
the good one/the best thing	ياخشى + ـ سى ← ياخشىسى

4. Of variants like 'ـ ي//ـ اي//ـ ەي', which differ in beginning or not beginning with a vowel and in the tongue position of the vowel, the form without a vowel is combined with stems ending in a vowel, and the forms with a vowel are combined with stems ending in a consonant so as to correspond to the tongue position of the vowel in the final syllable of the stem. For example:

let me speak	سۆزلە + ـ ي ← سۆزلەي
let me look	قارا + ـ ي ← قاراي
let me sit down	ئولتۇر + ـ اي ← ئولتۇراي
let me return	قايت + ـ اي ← قايتاي
let me come	كەل + ـ ەي ← كېلەي
let me persuade (him)	كۆندۈر + ـ ەي ← كۆندۈرەي

5. Variants like 'ـ غان//ـ قان//ـ گەن//ـ كەن', which differ in beginning with a voiced or voiceless consonant and in the tongue position of the constituent vowel are, on the one hand combined so as to correspond with the voicedness or voicelessness of the final sound of the stem and, on the other hand, to correspond with the tongue position of the vowel in the final syllable of the stem. e.g.:

(which has been) written/he wrote	ياز + ـ غان ← يازغان
(which has been) read/he read	ئوقۇ + ـ غان ← ئوقۇغان
(which has been) taught/he taught	ئوقۇت + ـ قان ← ئوقۇتقان
(which has been) hung up/ he hung (something) up	ئاس + ـ قان ← ئاسقان
(who has) come/he came	كەل + ـ گەن ← كەلگەن
(who has) run/he ran	يۈگۈر + ـ گەن ← يۈگۈرگەن
(which has been) made/he made	ئەت + ـ كەن ← ئەتكەن
(which has been) finished/he finished	تۈگەت + ـ كەن ← تۈگەتكەن

6. Variants like 'ـ لىق//ـ لىك//ـ لۇق//ـ لۈك', which differ both with respect to the tongue position and the lip shape (i.e. whether rounded or unrounded) of the constituent vowel, are combined so as to harmonize with the vowel in the final syllable of the stem and to correspond with its tongue position and lip shape. For example:

a native of Kuchar	كۇچار + ـ لىق ← كۇچارلىق
a native of Hotan	خوتەن + ـ لىك ← خوتەنلىك
a native of Qumul	قۇمۇل + ـ لۇق ← قۇمۇللۇق
a native of Bügür	بۈگۈر + ـ لۈك ← بۈگۈرلۈك

7. Of variants like 'ـ ئىلار//ـ ىڭلار//ـ ۇڭلار//ـ ۈڭلار', which differ in beginning or not beginning with a vowel, and in the tongue position and lip shape of the initial vowel, the form beginning with a consonant is combined with stems ending in a vowel, the form beginning with a non-labialized (unrounded) vowel is combined with stems which end in a consonant so as to harmonize with a non-labialized vowel in the final syllable, and the forms which begin with a labialized (rounded) vowel are combined with stems which end in a consonant so as to harmonize with a labialized vowel in the final syllable. For example:

your child	بالا + ـ ئىلار ← بالائىلار
your needle	يىڭنە + ـ ئىلار ← يىڭنەئىلار
your magazine	ژورنال + ـ ىڭلار ← ژورنالىڭلار
your notebook	دەپتەر + ـ ىڭلار ← دەپتىرىڭلار
your study(ing)	ئوقۇش + ـ ۇڭلار ← ئوقۇشۇڭلار
your pliers	ئامبۇر + ـ ۇڭلار ← ئامبۇرۇڭلار
your day/life	كۈن + ـ ۈڭلار ← كۈنۈڭلار
your bridge	كۆۋرۈك + ـ ۈڭلار ← كۆۋرۈكۈڭلار

8. Variants like 'ـ دىك//ـ تىك//ـ دۇك//ـ تۇك//ـ تۈك', which differ with respect to the voicedness or unvoicedness of the initial consonant, and in regard to both the tongue position and lip shape of the constituent vowel, are combined so as to correspond with the voicedness or voicelessness of the final sound of the stem, and to correspond with the tongue position and lip shape of the vowel in the final syllable of the stem. For example:

you played	ئوينا + ـ دىڭ ← ئويناندىڭ
you came	كەل + ـ دىڭ ← كەلدىڭ
you spoke	سۆزلەش + ـ تىڭ ← سۆزلەشتىڭ
you arrived	يەت + ـ تىڭ ← يەتتىڭ
you studied	ئوقۇ + ـ دۇڭ ← ئوقۇدۇڭ
you sat down	ئولتۇر + ـ دۇڭ ← ئولتۇردۇڭ
you understood	ئۇقۇش + ـ تۇڭ ← ئۇقۇشتۇڭ
you sent	يەتكۈز + ـ دۇڭ ← يەتكۈزدۇڭ
you saw	كۆر + ـ دۇڭ ← كۆردۇڭ
you agreed (on)	پۈتۈش + ـ تۇڭ ← پۈتۈشتۇڭ
you waited for	كۈت + ـ تۇڭ ← كۈتتۇڭ

N.B. When a suffix is combined with certain words, a situation arises in which another element is added between the stem and the suffix. We will deal with this in the relevant place (See **Chapter 3** ***Nouns*****, §4, p. 53).**

Chapter 3
NOUNS
(ئىسملار)

§1 A Definition of Nouns
(ئىسمنىڭ مەنىسى)

Nouns are the word class which indicate the names of objects. The word 'object' (شەيئى) is a grammatical term, here used in a wide sense to include everything that constitutes an answer to the questions '**who**?' (كىم؟), '**what**?' (نېمە؟) or '**where**?' (قەيەر؟). For example:

Who? (كىم؟)

teacher	ئوقۇتقۇچى	doctor	دوختۇر
soldier	جەڭچى	Äkhmät	ئەخمەت
Ayshäm	ئايشەم	mother	ئانا

What? (نېمە؟)

horse/name	ئات	camel	تۆگە
beetle	قوڭغۇز	stone	تاش
water	سۇ	tree	دەرەخ
wheat	بۇغداي	table	جوزا
house	ئۆي	courtyard	هويلا
storm	بوران	rain	يامغۇر
lightning	چېقىن	flood	تاشقىن
battle	جەڭ	steam	هور
theory	نەزەرىيە	policy	سىياسەت
government	ھۆكۈمەت	game	ئويۇن
laughter	كۈلكە	attack	ھۇجۇم
happiness	خۇشاللىق	heroism	قەھرىمانلىق

Where? (قەيەر؟)

Asia	ئاسىيا	Far East	يىراق شەرق
Beijing	بېيجىڭ	Urumqi	ئۈرۈمچى

§2 Common Nouns and Proper Nouns

(ئومۇمىي ئىسىم ۋە خاس ئىسىم)

According to their semantic characteristics, Uyghur nouns are divided into two types — common nouns and **proper nouns**.

Nouns which indicate a common name for one type of object, or one kind of abstract concept, are called common nouns. For example, the noun 'تاغ' (mountain) is common to all mountains, the noun 'ئادەم' (person) is common to all people and the noun 'شەھەر' (city) is common to all cities. Each of the nouns 'نەزەرىيە' (theory), 'سىياسەت' (policy/politics) and 'دېموكراتىزم' (democracy) indicates one kind of abstract concept. All nouns of these types are common nouns. Common nouns account for the major part of the language's nouns.

Special names which serve to differentiate objects of one type from each other are called proper nouns. For example, the noun 'تىيانشان' (Tianshan) is the name of a mountain and by means of that name the mountain is differentiated from other mountains; the noun 'ئەخمەت' is a person's name and by means of that name the person is differentiated from other people; the noun 'ئۈرۈمچى' is the name of a city and by means of that name the city is differentiated from other cities, and so on. Special names of this type are proper nouns.

A great many proper nouns have been produced by specializing common nouns or words from other word classes and using them as proper nouns. For example, the personal names (proper names) 'باھار' (Bahar) and 'پولات' (Polat) have been adopted and specialized from the common nouns 'باھار' (spring) and 'پولات' (steel), and the personal names (proper names) 'ئادىل' (Adil) and 'ئەركىن' (Ärkin) have been adopted from the adjectives 'ئادىل' (just) and 'ئەركىن' (free). The magazine or brigade title 'ئالغا' (Algha/Forward) has been adopted and specialized from the adverb 'ئالغا' (forward). These proper nouns are homonyms of those common nouns, adjectives and adverbs.

§3 The Number Category of Nouns

(ئىسىمنىڭ سان كاتېگورىيىسى)

1. The **number category of nouns** is the grammatical category which indicates the relationship that exists between the object expressed by the noun and its number. When Uyghur nouns go into a sentence they either occur in the **singular form**, which indicates a singular concept, or in the **plural form**, which indicates a plural concept, as required.

The singular and plural forms of a noun are marked by adding or not adding the suffix '-لار//-لەر': nouns to which the suffix '-لار//-لەر' has not been added are considered to be the singular form of the noun, while nouns to which the suffix '-لار//-لەر' has been added are considered to be the plural form of the noun. For example:

singular form		**plural form**	
book	كىتاب	books	كىتابلار
paper	قەغەز	papers	قەغەزلەر
child	بالا	children	بالىلار
city	شەھەر	cities	شەھەرلەر

2. **The singular form of the noun** is used as follows:

1) It indicates one type of object. For example:

If you buy a horse (ماقال) ئات ئالساڭ مىنىپ كۆر، چىنە ئالساڭ چېكىپ.
see how it rides, if you buy a dish see how it sounds. (proverb)

A train is a means of transport. پويىز ــ قاتناش قورالى.

A student admission ئوقۇغۇچى قوبۇل قىلىش پىلانى تۈزۈلدى.
(intake) plan was formulated.

2) It indicates a specific one, or a specific pair, of objects of one type, or one specific occasion.[7] For example:

Our classroom is extremely well-lit. بىزنىڭ دەرسخانىمىز ناھايىتى يورۇق.

This horse is very good. بۇ ئات بەك ياخشى.

His eyes are very keen. ئۇنىڭ كۆزى بەك ئۆتكۈر.

---

[7] Singular nouns of this type are preceded by a personal pronoun or a demonstrative adjective.

I also attended yesterday's conference. تۈنۈگۈنكى **مەجلىسكە** مەنمۇ قاتناشتىم.

3) A number of objects qualified by a numeral, or numeral-measure word phrase, are expressed in singular form. For example:

fifty horses	ئەللىك ئات	five schools	بەش **مەكتەپ**
thirty students	ئوتتۇز **ئوقۇغۇچى**	a flock of sheep	بىر قوتان **قوي**
a household of people			بىر ئۆي **ئادەم**

4) Some abstract nouns are only ever used in singular form. e.g.:

quietness/peace	تىنچلىق	democracy	دېموكراتىزم
communism	كوممۇنىزم		

3. The plural form of nouns is used as follows:

1) The plural form of nouns which indicate a countable (ساناشقا بولىدىغان) **object, indicates all, or a certain group, of one type of thing.** For example:

يىللار مەيدەڭنى تۆتۈپ قاقاقلاپ كۈلمە.
ئالدىڭدا قىزىرىشتىن ئارتۇق كۆرىمەن ئۆلۈمنى. (ل. مۇتەللىپ)

Years, do not clutch your chest and laugh (so) heartily.
Ahead of you I see death more than blushing. (L. Mutällip)

These apartment blocks were built last year. بۇ **بىنالار** بۇلتۇر سېلىندى.
بىزنىڭ سىنىپتىكى **ئوقۇغۇچىلار** كېلىپ بولدى.

The students in our class have arrived.

2) The plural form of nouns which indicate an uncountable (ساناشقا بولمايدىغان) **object indicates all kinds of that object, or many occasions, or being in many places.** For example:

'I have nothing to do with such matters,' said he. بۇنداق **ئىشلار** بىلەن كارىم يوق، دېدى ئۇ.

...يىگىت...ھەيۋەتلىك، ئېگىز، كوئېنلۈن چوققىلىرىغا، ئۇنىڭ ئۈستىدە ئالماستەك پارقىراپ تۇرغان **قارلارغا** ھېرىسمەنلىك بىلەن قاراپ ئولتۇراتتى.
The young man sat looking with intense longing at the majestic, tall peaks of Ko'inlun; at the snows sparkling on top of them like a diamond. (قەيۋۇم تۇردى)

سابىر داجەيدىن قايتقاندىن كېيىن، بىزنىڭ ئوي ـ پىكرىمىز ئاشۇ تاغدا، قار **سۈلىرىدا**بولۇپ قالدۇ. (قەيۋۇم تۇردى)

Since Sabir returned from Dajey, our thoughts have been on that mountain, and those snow waters. (Käyyum Turdi)

3) The plural form of nouns which indicate only one person indicate that a group of people connected with that person is being considered. For example:

بىزنىڭ مەكتەپ يېقىن، **ئۇكاملارنىڭ** مەكتىپى بىرئاز يىراق.

Our school is close, but that of my younger brother and his friends is a bit further away.

سۇڭ مېي **زەيتۇنەملەرنىڭ** ئۆيىگە باراتتى. (قەيۋۇم تۇردى)

Sung Mey went to the home of Zäytunäm and her family.

سابىرلار دادۇي ئالدىغا يېتىپ كەلگەندە، تەرەپ ـ تەرەپتىن كەلگۈندەك ئېتىلىپ كېلىۋاتقان ئەزالار توپى ئارىسىدا قالدى. (قەيۋۇم تۇردى)

When Sabir and his companions reached the brigade, they found themselves in the middle of a crowd of members who were bursting from all directions like a flood. (Käyyum Turdi)

4) In certain contexts, sentences in which the plural form of certain nouns is present serve to show one outstanding item among several related ones. For example:

ئۇ بالا ھازىر چوڭ بولۇپ **تراكتورلارنى** ھەيدەيدىغان بولۇپ كېتىپتۇ.

Now that the child has grown he is able to drive a tractor and do many other things. (i.e. The child is able to do many things, tractor driving being one of the outstanding things among them.)

تەشكىل ئۇنىڭ بىلىم ئاشۇرۇشىغا كۆپ ئىمكانىيەتلەرنى يارىتىپ بەردى، **بېيجىڭلارغىمۇ** ئەۋەتتى.

The organization created many opportunities for him to engage in advanced studies; even sending him to Beijing and other important cities.

I don't feel at all well today, I'm aching all over, especially my head. بۈگۈن پەقەتلا مىجەزىم **باشلىرىم** ئاغرىپ تۇرىدۇ.

5) In certain contexts, some plural noun forms indicate an estimation. For example:

مەن شۇ چاغدا 20 **ياشلاردا** بار ئىدىم.

At that time I was about twenty years old.

ئۇلار هازىر **لەنجۇلارغا** يېتىپ بارغاندۇ.

I think they've reached somewhere around Lanzhou now.

6) When nouns are strung together in an equal relationship, pluralization of the final one has a universalizing effect.[8] For example:

بۈگۈنكى يىغىنغا بىزنىڭ سىنىپتىن قاسىم ، تۇردى، **ئەخمەتلەر** قاتناشتى.

From our class Kasim, Turdi and Äkhmät attended today's meeting.

ئاقسۇ، كۇچار، قەشقەر، يەكەن، **خوتەنلەرنى** ئايلىنىپ كەلدىم.

I made a circuit of Aksu, Kuchar, Kashgar, Yarkand and Hotan.

7) In the following situations, the plural suffix serves in word formation (or derivation):

(a) When added to the word 'يىل' (year) qualified by single-word ordinal numerals between 10 and 90, the plural suffix forms the name of a time which expresses ten years within that numeral series (i.e. **the name of a decade**). For example:

(the decade of) the thirties	30 ـ يىللار
(the decade of) the fifties	50 ـ يىللار
(the decade of) the eighties	80 ـ يىللار

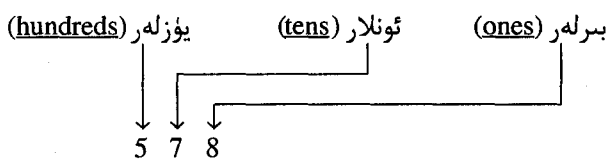
(b) When added to numerals such as one (بىر), **ten** (ئون), **a hundred** (يۈز), **a thousand** (مىڭ), **ten thousand** (ئون مىڭ), **a hundred thousand** (يۈز مىڭ), **a million** (مىليون), **the plural suffix forms nouns which express the names of the numerical places of the digits**[9]. e.g.:

(the) ones	بىرلەر	(the) tens	ئونلار
(the) hundreds	يۈزلەر	(the) thousands	مىڭلار
(the) ten thousands			ئون مىڭلار
(the) hundred thousands			يۈز مىڭلار
(the) millions	مىليونلار	(the) ten millions	ئون مىليونلار

[8] This merely serves to emphasize that a number of people/places, etc., are involved, and does not imply that other people, etc. are included.

[9] By 'place' is meant the position of the digits which make up a numeral, i.e. whether they occupy 'the ones' column, 'the tens' column, 'the hundreds' column, etc.

(the) hundred millions يۈز مىليونلار



(c) When added to certain adjectives, the plural suffix forms nouns which indicate a generality of people possessing that quality (or status). For example:

one's elders/the older generation/ancestors	كونىلار
adults, (one's) elders, one's parents	چوڭلار
people of ancient times	قەدىمكىلەر

§4 The Ownership-Dependent Category of the Noun

(ئىسىمنىڭ تەۋەلىك كاتېگورىيىسى)

1. The **ownership-dependent category** of the noun is the grammatical category which indicates that the object expressed by the noun is dependent on (or belongs to) a certain (other) object. In Uyghur, this category is expressed by the ownership-dependent forms that are made by adding the noun's ownership-dependent suffixes.

The ownership-dependent forms of Uyghur nouns are divided into three persons: 1st person, 2nd person and 3rd person, in accordance with the personal status of the subordinator. The 1st person differs with respect to number, being divided into singular and plural; the 2nd person first of all differs with respect to type of address and is divided into three types:

Ordinary type	ئاددىي تۈر
Refined (Polite) type	سىپايە تۈر
Respectful type	ھۆرمەت تۈرى

Of these, the ordinary type is further divided into singular and plural, the refined type is only used in the singular and the respectful type is the same for both singular and plural; nor does the 3rd person differ according to number. **The various <u>Ownership-dependent forms of the noun</u> and the circumstances of their formation may be seen in the following chart.**

Type		Suffix	Examples
1st person	singular type	ـ م// ـ بم// ـ ۇم// ـ ۋم	بالام، قەلىمىم، قولۇم، كۆزۈم
	plural type	ـ مىز// ـ بمىز	بالىمىز، قەلىمىمىز، قولىمىز، كۆزىمىز
2nd person	singular ordinary type	ـ ڭ// ـ بڭ// ـ ۇڭ// ـ ۋڭ	بالاڭ، قەلىمىڭ، قولۇڭ، كۆزۈڭ
	plural ordinary type	ـ ڭلار// ـ بڭلار// ـ ۇڭلار// ـ ۋڭلار	بالاڭلار، قەلىمىڭلار، قولۇڭلار، كۆزۈڭلار
	singular refined type	ـ ڭىز// ـ بڭىز	بالىڭىز، قەلىمىڭىز، قولىڭىز، كۆزىڭىز
	singular & plural respectful type	ـ لىرى	باللىرى، قەلەملىرى، قوللىرى، كۆزلىرى
3rd person		ـ سى// ـ ى	بالىسى، قەلىمى، قولى، كۆزى

When ownership-dependent suffixes are joined to certain nouns from which the final consonant has been omitted (although they originally ended in a consonant), (for example, the words 'سۇ' and 'ماتا',which were originally 'سۇۋ' and 'ماتاۋ') **and to nouns such as** 'پولۇ' and 'ياڭيۇ', **in which the last syllable ends in a vowel which is pronounced rather long, a** 'ي' **sound occurs at the end of the noun and then variants of the ownership-dependent suffix which are joined to nouns that end in a consonant are added.** For example:

my water	سۇ + ي+ ـ ۋم ← سۇيۇم[10]
your homespun cloth	ماتا + ي + ـ بڭ ← ماتايىڭ
your potato	ياڭيۇ + ي + ـ بڭىز ← ياڭيۇيىڭىز
your pilau	پولۇ + ي + ـ بڭ ← پولۇيىڭ

2. The ownership-dependent category of the noun is expressed on the basis of the noun's number category; in other words, nouns which go into the ownership-dependent form retain their own singular or plural mode. For example:

<u>Singular ownership-dependent form</u> (بىرلىك تەۋەلىك شەكلى)		**<u>Plural ownership-dependent form</u>** (كۆپلۈك تەۋەلىك شەكلى)	
my pen	قەلىمىم	my pens	قەلەملىرىم
our pen	قەلىمىمىز	our pens	قەلەملىرىمىز
your (sg. ordinary) pen	قەلىمىڭ	your (sg. ord.) pens	قەلەملىرىڭ
your (pl. ordinary) pen	قەلىمىڭلار	your (pl. ord.) pens	قەلەملىرىڭلار
your (sg. refined) pen	قەلىمىڭىز	your (sg. refin.) pens	قەلەملىرىڭىز
his/their pen	قەلىمى	his/their pens	قەلەملىرى

3. The ownership-dependent forms of the noun are used in the following ways:

[10] When a personal suffix is added to the word 'سۇ' the back vowel changes to the front vowel, ئۇ, and the vowel of the suffix is also fronted. This is probably due to the influence of the interposed ـ ي ـ.

1) Nouns which are qualified by personal pronouns in the possessive case go into the ownership-dependent form which agrees in person and number with that pronoun. For example:

my book	مېنىڭ كىتابىم
our book	بىزنىڭ كىتابىمىز
your (sg. ordinary) book	سېنىڭ كىتابىڭ
your (pl. ordinary) book	سىلەرنىڭ كىتابىڭلار
your (sg. refined) book	سىزنىڭ كىتابىڭىز
your (sg. and pl. respectful) book	سىلىنىڭ كىتابلىرى
his (their) book	ئۇنىڭ (ئۇلارنىڭ) كىتابى

2) Nouns which are qualified by nouns in the possessive case, or having the nature of the possessive case, go into the 3rd person ownership-dependent form. For example:

Kasim's older brother	قاسىمنىڭ ئاكىسى
the school gate	مەكتەپنىڭ دەرۋازىسى
the top of the desk	جوزىنىڭ ئۈستى
a cinema ticket	كىنو بېلىتى
a painting exhibition	رەسىم كۆرگەزمىسى
the Tarim River	تارىم دەرياسى

3) The Uyghur language often uses **subject-predicate compounds which qualify a certain object by the mark[11] of yet another object that is in an ownership-dependent relationship with that object.** Nouns which act as the subject in this kind of compound component are always in the ownership-dependent case, but they have no possessive case qualifiers. For example:

جۇڭگو يېرى چوڭ، بايلىقى مول، ئاھالىسى كۆپ بىر مەملىكەت.

China is a country whose area is great, whose resources are abundant, and whose population is large.

مەن قابىلىيىتىم تۆۋەن، تەجرىبەم يوق بىر ئادەم.

I am a person of little ability and no experience.

[11] i.e. the ownership-dependent suffix 'ى'.

4) In some grammar books the ownership-dependent category of the noun is called 'the noun's person category' (ئىسىمنىڭ شەخس كاتېگورىيسى) **and in other grammar books it is called 'the possessive case of the noun'** (ئىسىمنىڭ ئىگىلىك كاتېگورىيسى).

In our opinion, it is not appropriate to call this category 'the person category of the noun', because, although the concept of person is expressed in this category, it is only related to the person of the 'possessor' (تەۋەلىگۈچى) and does not play a role in changing the person of the [ownership-dependent] noun. **Even nouns to which 2nd and 3rd person suffixes have been added are still in the status of 3rd person.** For example:

My older brother came.	ئاكام كەلدى.
Your older brother came.	ئاكىڭىز كەلدى.
His older brother came.	ئاكىسى كەلدى.

It is also not really appropriate to call this category 'the possessive category of the noun', since in such a case, the distinguishing name 'possessive' (ئىگىلىك) will be the same as the distinguishing name of the 'possessive case' (ئىگىلىك كېلىش), but, while a noun in the possessive case indicates the possessor, a noun in the ownership-dependent form indicates the possessed object (تەۋەلەنگۈچى). Therefore it is better to use different distinguishing names for these two.

§5 The Case Category of the Noun

(ئىسىمنىڭ كېلىش كاتېگورىيسى)

1. The case category of the noun indicates the syntactical relationship which exists between the noun and other words, and is <u>the grammatical category which determines the function of the noun in the sentence or phrase</u>.

The circumstances surrounding the formation of these case forms is shown in the chart on the following page **(p. 56)**.

This category is expressed in the Uyghur language by means of case forms which are made by adding nominal case suffixes. The case of Uyghur nouns is divided into ten varieties:

CASE NAME كېلىش نامى	CASE SUFFIXES كېلىش قوشۇمچىلىرى	EXAMPLES مىساللار
nominative case	(nil) (نۆل)	square, book, house, lesson مەيدان، كىتاب، ئۆي، دەرس
possessive case	ـ نىڭ	مەيدانىڭ، كىتابنىڭ، ئۆينىڭ، دەرسنىڭ
dative case	ـ غا//ـ قا// ـ گە//ـ كە	مەيدانغا، كىتابقا، ئۆيگە، دەرسكە
accusative case	ـ نى	مەيداننى، كىتابنى، ئۆينى، دەرسنى
locative case	ـ دا//ـ تا// ـ دە//ـ تە	مەيداندا، كىتابتا، ئۆيدە، دەرستە
ablative case	ـ دىن//ـ تىن	مەيداندىن، كىتابتىن، ئۆيدىن، دەرستىن
locative-qualitative case	ـ دىكى//ـ تىكى	مەيداندىكى، كىتابتىكى، ئۆيدىكى، دەرستىكى
limitative case	ـ غىچە//ـ قىچە// ـ گىچە//ـ كىچە	مەيدانغىچە، كىتابقىچە، ئۆيگىچە، دەرسكىچە
similitude case	ـ دەك//ـ تەك	مەيدانەك، كىتابتەك، ئۆيدەك، دەرستەك
equivalence case	ـ چىلىك//ـ چە	مەيدانچىلىك، كىتابچىلىك، ئۆيچىلىك، دەرسچىلىك

Nominative case	باش كېلىش
Possessive/Genitive case	ئىگىلىك كېلىش
Dative case	يۆنىلىش كېلىش
Accusative case	چۈشۈم كېلىش
Locative case	ئورۇن كېلىش
Ablative case	چىقىش كېلىش
Locative-qualitative case	ئورۇن ـ بەلگە كېلىش
Limitative case	چەك كېلىش
Similitude case	ئوخشاتما كېلىش
Equivalence case	تەڭلەشتۈرمە كېلىش

2. The case category of the noun is always expressed on the basis of the noun's number category, or on the basis of the number category and ownership-dependent category of the noun. For example:

book	كتاب	books	كتابلار
my book	كتابىم	my books	كتابلىرىم
of the book	كتابنىڭ	of the books	كتابلارنىڭ
of my book	كتابىمنىڭ	of my books	كتابلىرىمنىڭ
to the book	كتابقا	to the books	كتابلارغا
to your book	كتابىڭغا	to your books	كتابلىرىڭغا

3. The meaning and usage of each of the case forms of the noun is as follows:

The Nominative Case (باش كېلىش)

1) The nominative case functions as the subject in a sentence or phrase, and indicates **that which is predicated**. For example:

Spring arrived.	**باهار** كەلدى.
Our homeland is flourishing.	**ۋەتىنىمىز** گۈللەنمەكتە.
Time is valuable.	**ۋاقىت** قىممەت.
This is the book that Kasim asked for.	قاسىم سورىغان **كىتاب** مۇشۇ.

2) The nominative case functions as a vocative in the sentence and indicates **the target of address**. For example:

Äkhmät, are you going to the movie? **ئەخمەت، كىنوغا بارامسەن؟**
Friends, please pay attention. **يولداشلار، دىققەت قىلىڭلار.**
(My) children, **بالىلىرىم، سىلەرگە بىر گەپىم بار، قۇلاق سېلىڭلار.**
I have something to say to you, please pay attention.

3) The nominative case functions as a qualifier and indicates **another name for the qualified object**. For example:

an Uyghur student **ئۇيغۇر ئوقۇغۇچى**
a lady doctor **ئايال دوختۇر**
a wooden (lit. wood) bed **ياغاچ كارىۋات**

4) In specific circumstances, **the nominative case occurs as the predicate** and indicates **the type to which the subject belongs**. e.g.:

I am a student. **مەن ئوقۇغۇچى.**
Äkhmät is a worker. **ئەخمەت ئىشچى.**
This is a book. **بۇ ــــ كىتاب.**

The Possessive [Genitive] Case (ئىگىلىك كېلىش)

The possessive case of the noun indicates the thing that possesses [makes dependent], and primarily serves as a qualifier, but may also sometimes serve as a predicate. When a noun in the possessive case serves as a qualifier, the qualified noun goes into the 3rd person ownership-dependent form. For example:

Tursun's dictionary **تۇرسۇننىڭ لۇغىتى**
my older brother's coat **ئاكامنىڭ چاپىنى**
the soldier's dream **جەڭچىنىڭ ئارزۇسى**
the school gate/the gate of the school **مەكتەپنىڭ دەرۋازىسى**
the pan lid/the lid of the pan **قازانىنىڭ تۇۋىقى**
Turpan grapes/the grapes of Turpan **تۇرپاننىڭ ئۈزۈمى**
Äkhmät's master **ئەخمەتنىڭ ئۇستازى**
This dictionary is the teacher's. (predicate) **بۇ لۇغەت ئوقۇتقۇچىنىڭ.**

When the context is clear, **it is possible to omit a noun that is qualified by a noun in the possessive case and to use the possessive case noun pronominally**. When a noun in the possessive case is pronominalized, it also represents the word which it qualifies and is used in place of that noun. The methods by which a possessive noun is pronominalized are as follows:

When it takes the place of a qualified word in the nominative case, it may either be pronominalized directly, or by combining it with the suffix 'كى'. For example:

مېنىڭ لۇغىتىم ياخشى ئەمەس، **قاسىمنىڭ (قاسىمنىڭكى)** ياخشى.
(قاسىمنىڭ//قاسىمنىڭكى = قاسىمنىڭ لۇغىتى)
My dictionary is no good, (but) Kasim's is (good). (Kasim's = Kasim's dictionary)

When it takes the place of a qualified word in a case other than the nominative case, it is pronominalized by being combined with the suffix 'كى'. For example:

ئەخمەتنىڭ سومكىسىنى ئال، **تۇرسۇننىڭكىنىڭ** قۇلۇپى يوق.
Take Äkhmät's bag, (تۇرسۇننىڭكىنىڭ = تۇرسۇننىڭ سومكىسىنىڭ)
Tursun's has no lock. (Tursun's = Tursun's bag['s])[12]

مېنىڭ سوئالىمغا جاۋاب بەرمەي، **تۇرسۇننىڭكىگە** جاۋاب بەردى.
(تۇرسۇننىڭكىگە = تۇرسۇننىڭ سوئالىغا)
Instead of giving an answer to *my* question, he gave an answer to Tursun's. (to Tursun's = to Tursun's question)

مېنىڭ ماقالەمنى باسمىدى، **تۇرسۇننىڭكىنى** باستى. (تۇرسۇننىڭكىنى = تۇرسۇننىڭ ماقالىسىنى)
He didn't print *my* article, he printed Tursun's. (Tursun's [acc.] = Tursun's article)

ئۇلار بۇ ئۆيدە ئەمەس، **تۇرسۇننىڭكىدە**. (تۇرسۇننىڭكىدە = تۇرسۇننىڭ ئۆيىدە)
They are not in *this* room, they are in Tursun's. (in Tursun's = in Tursun's room)

بۇ لۇغەت **تۇرسۇننىڭكىدىن** ياخشى. (تۇرسۇننىڭكىدىن = تۇرسۇننىڭ لۇغىتىدىن)
This dictionary is better than Tursun's. (than Tursun's = than Tursun's dictionary)

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[12] In English this noun is not in the possessive case, but the Uyghur requires a possessive construction.

بۇ لۇغەت **تۇرسۇننىڭكىدەك** تولۇق ئەمەس. (تۇرسۇننىڭكىدەك = تۇرسۇننىڭ لۇغىتىدەك)

This dictionary isn't as complete as Tursun's.

(as Tursun's = as Tursun's dictionary)

بۇ بوغچىدىكى لۇغەت سېنىڭ ئەمەس، **ئەخمەتنىڭكىدىكى** لۇغەت. سېنىڭ. (ئەخمەتنىڭكىدىكى= ئەخمەتنىڭ بوغچىسىدىكى)

The dictionary that's in this bag isn't yours, the dictionary that's in Äkhmät's is yours. (that's in Äkhmät's = that's in Äkhmät's bag)

ئەخمەتنىڭ ئۆيىدىن **تۇرسۇننىڭكىگىچە** مېڭىپ باردۇق. (تۇرسۇننىڭكىگىچە = تۇرسۇننىڭ ئۆيىگىچە)

We walked from Äkhmät's house to Tursun's. (to [as far as] Tursun's = to [as far as] Tursun's house)

ئۇنىڭ بويىمۇ **تۇرسۇننىڭكىچىلىك** بار. (تۇرسۇننىڭكىچىلىك = تۇرسۇننىڭ بويىچىلىك)

His *height* is the same as Tursun's too.

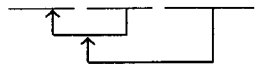
(the same as Tursun's = the same as Tursun's height)

Sometimes nouns in the form of the 'nominative case' indicate the thing that possesses, and act as a qualifier to nouns. They require the qualified word to go into the ownership-dependent form. We call such nouns **nouns in the nature of the possessive case**. Nouns in the nature of the possessive case generalize the relationship between the thing that possesses and that which is possessed (qualified), and serve to produce closely bound noun phrases. Because the terminological nature of these closely bound noun phrases is strong, they are generally used in place of one word. For example:

the Chinese people	جۇڭگو خەلقى
the people's government	خەلق ھۆكۈمىتى
the people's representative assembly	خەلق قۇرۇلتىيى
the party constitution	پارتىيە نىزامنامىسى
lesson time	دەرس ۋاقتى
a production force	ئىشلەپچىقىرىش كۈچى
a Ghulja apple	غۇلجا ئالمىسى
a Kazakh sheep	قازاق قويى
the Tarim River	تارىم دەرياسى

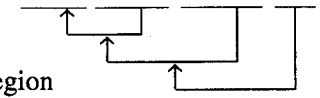
Qualifiers which come in front of such closely bound noun phrases do not qualify the noun at the head of the phrase, but the whole phrase. For example:

قەھرىمان جۇڭگو خەلقى



the heroic Chinese people.

كەڭ شىنجاڭ ئاپتونوم رايونى



the extensive Xinjiang Autonomous Region

The Dative Case (يۆنىلىش كېلىش)

Nouns in the dative case form are usually subordinate to verbs or verbal phrases and act as adverbial modifiers. They may also sometimes act as adverbial modifiers subordinate to some adjectives or specific adverbs.

When nouns in the dative case are subordinate to verbs and function as adverbial modifiers, they express the following meanings, according to the nature of the verb to which they are subordinate.

1) The dative case indicates the target of an action. For example:

We came to Beijing. بىز بېيجىڭغا كەلدۇق.

ئوقۇغۇچىلار مەيدانغا توپلاندى.

The students assembled on [lit. to] the playing field.

The teacher came into the classroom. ئوقۇتقۇچى سىنىپقا كىردى.

Sit on[to] this chair. بۇ ئورۇندۇققا ئولتۇرۇڭ.

I put the book on[to] the table. كىتابنى جوزىغا قويۇپ قويدۇم.

ئۆكىڭىزغا خەت ئەۋەتتىڭىزمۇ؟

Did you send a letter to your younger brother/sister?

2) The dative case indicates the objective of the action expressed by certain intransitive verbs. For example:

We must trust in the people. بىز ئاممىغا ئىشىنىشىمىز كېرەك.

He is very keen on music. ئۇ مۇزىكىغا بەك قىزىقىدۇ.
He got angry with his child. ئۇ بالىسىغا تېرىكتى.

3) The dative case indicates the logical subject of verbs in the causative voice that are formed from transitive verbs. For example:

We got the teacher to tell a story. بىز مۇئەللىمگە ھېكايە ئېيتقۇزدۇق.
Try and get the doctor to make a thorough examination of this case. بۇ كېسەلنى دوختۇرغا ياخشى تەكشۈرۈتۈپ بېقىڭ.
بۇگۈن مۇئەللىم ئوقۇغۇچىلارغا ماقالە يازغۇزدى.
Today the teacher got the students to write an essay.

4) The dative case indicates the purpose of the action; in this instance the noun in the dative case includes an action related to itself. For example:

ئوقۇغۇچىلار دەرسكە ماڭدى. (دەرسكە = دەرس ئوقۇشقا)
The students went to class. (to class = to attend class)
I'm going to the doctor['s]. مەن دوختۇرغا بارىمەن. (دوختۇرغا = دوختۇرغا كۆرۈنۈشكە)
(to the doctor's = to be seen by the doctor)
ئۇ سۇغا چىقىپ كەتتى. (سۇغا = سۇ ئېلىشقا)
He has gone for water. (for water = to fetch water)
ئۇلار تاماققا ئولتۇردى. (تاماققا = تاماق يېيىشكە)
They sat down for a meal. (for a meal = to eat a meal)

5) The dative case indicates the instrument or price of certain actions. For example:

The hall was [filled] full of people. زال ئادەمگە لىق تولدى.
ئەتراپ گۈللەرگە پۈركەندى.
The surrounding area was covered with flowers.
The fields were saturated with water. ئېتىزلار سۇغا قاندى.
I bought this dictionary for 12 yuan. بۇ لۇغەتنى 12 كويغا ئالدىم.

Nouns in the dative case which are subordinate to adjectives and adverbs, act as adverbial modifiers due to the requirement of some adjectives and adverbs. For example:

fond of films كىنوغا ئامراق
in violation of the law قانۇنغا خىلاپ

a devotee of art سەنئەتكە ھەۋەسكار
the same as this dictionary مۇشۇ لۇغەتكە ئوخشاش
close to school مەكتەپكە يېقىن

When gerundal and participial forms of the verb are inflected with the dative case, it is possible for them to express a number of other meanings. (This will be discussed in **Chapter 10, *Substantive Word Forms of the Verb*** [ئېيتىلىنىڭ نۇرغۇن سۆز شەكىللىرى]).

The Accusative Case (چۈشۈم كېلىش)

Nouns in the accusative case form are subordinate to transitive verbs or transitive verbal phrases and act as [grammatical] objects; they indicate the object which is the receiver of the action. e.g.:

We have finished drawing up the plan. پىلانىنى تۈزۈپ بولدۇق.
We built these houses. بۇ ئۆيلەرنى بىز سالدۇق.
بۇ پايپاقنى سىڭلىم توقۇپ بەرگەن.
My younger sister knitted me these socks
Please clean the classroom. سىنىپنى تازىلاپ قويۇڭلار.[13]
Have you finished doing the homework? تاپشۇرۇقنى ئىشلەپ بولدۇڭمۇ؟
I have read this book twice. بۇ كىتابنى ئىككى قېتىم ئوقۇدۇم.
I will ride this horse. بۇ ئاتنى مەن مىنىمەن.
We respect our teacher. بىز ئوقۇتقۇچىمىزنى ھۆرمەتلەيمىز.

Sometimes nouns in the 'nominative case' form are subordinate to transitive verbs and act as [grammatical] objects; they indicate the object which is the receiver of the action. We call such nouns, **nouns in the nature of the accusative case.** Nouns in the nature of the accusative case generalize the object which is the receiver of the action and make the relationship of the [grammatical] object and verb closer. As a result, **[grammatical] object-verb phrases are produced which are used in place of a single verb.** For example:

[13] The auxiliary verb 'قويماق' implies that the cleaning is to be done for the sake of another action.

to watch a film	كىنو كۆرمەك	to write a letter	خەت يازماق
to eat a meal	تاماق يېمەك	to have a rest	دەم ئالماق
to listen to a lecture			دوكلات ئاڭلىماق
to drive a tractor			تراكتور ھەيدىمەك

The Locative Case (ئورۇن كېلىش)

Nouns in the locative case form are mostly subordinate to verbs, and sometimes to adjectives, and act as adverbial modifiers. Sometimes they act as the predicate.

When nouns in the locative case are subordinate to verbs and act as adverbial modifiers, they express the following meanings.

1) Nouns in the locative case indicate the place in which an action occurs. For example:

بۇگۈن **كۇلۇبتا** چوڭ يىغىن ئۆتكۈزۈلدى.

A big meeting was held at the club today.

I also spoke at the meeting. **يىغىندا** مەنمۇ سۆزلىدىم.

ئەخمەت سىنىپتا دەرس تەكرارلاۋاتىدۇ.

Äkhmät is in the classroom reviewing a lesson.

2) Nouns in the locative case indicate the time at which an action occurs, or for which it lasts. For example:

The meeting will be held in the evening. يىغىن **كەچتە** ئېچىلىدۇ.

They will come at midday. ئۇلار **چۈشتە** كېلىدۇ.

I will go there in the autumn. مەن ئۇ يەرگە **كۈزدە** بارىمەن.

بۇ خىزمەت **ئىككى كۈندە** تۈگەيدۇ.

This task will be finished in two days.

3) Nouns in the locative case indicate the circumstance or atmosphere in which the action occurs. For example:

The conversation سۆھبەت قىزغىن ۋە دوستانە **كەيپىياتتا** ئۆتتى.

was conducted in a warm and friendly atmosphere.

He found himself in a difficult situation. ئۇ قىيىن **ئەھۋالدا** قالدى.

4) Nouns in the locative case indicate the instrument of the action. For example:

The resumé should be filled in with a fountain pen or [with a] writing brush. ئانكىت **گاڭبىدا** ياكى **موبىدا** تولدۇرۇلسۇن.

They came by aeroplane. ئۇلار **ئايروپىلاندا** كەلدى.

Nouns in the locative case which act as adverbial modifiers subordinate to an adjective indicate a place or field [of activity]. e.g.:

There is no film at school today. بۈگۈن **مەكتەپتە** كىنو يوق.[14]

Äkhmät is good at translation. ئەخمەت **تەرجىمىدە** ياخشى.

ئۇ ئۆگىنىشتە قىيىنچىلىقى بار ئوقۇغۇچىلارغا ياردەم قىلىدۇ.

He helps students who have difficulty in studying.

Nouns in the locative case which act as the predicate indicate the position or source of the subject. For example:

The book is on the desk. كىتاب **جوزىدا.**

سېنىڭ لۇغىتىڭ **ئەخمەتتە.**

Äkhmät has your dictionary. [lit. Your dictionary is on Äkhmät][15]

ئۆزۈم **ھەر جايدىمەن**، كۆڭلۈم **سەندىدۇر.**

Wherever I may be, My heart is with you.

[The source of] work is in solidarity, [the source of] strength is in unity (or: Work comes from solidarity, strength from unity). ئىش **ئۆملۈكتە**، كۈچ **بىرلىكتە.**

The Ablative Case (چىقىش كېلىش)

Nouns in the ablative case form are basically subordinate to verbs, and sometimes to certain adjectives and adverbs; they act as adverbial modifiers. They may also sometimes function as the predicate.

When nouns in the ablative case act as **adverbial modifiers subordinate to verbs**, they express the following meanings.

1) Nouns in the ablative case indicate the place of departure [or point of separation] of the subject or recipient of the action; or the object which is passed through. For example:

[14] The word 'يوق' is an adjective meaning 'absent'. In this case it is used predicatively.

[15] cf. the English expression: 'I don't have any money on me.'

بۇ ئوقۇغۇچىلار شىنجاڭدىن كەلدى.
These students have come from Xinjiang.
I got this book from the library. بۇ كىتابنى كۇتۈپخانىدىن ئالدىم.
ئۇ بۇ گەپنى ئەخمەتتىن ئاڭلاپتۇ.
He apparently heard of this matter from Äkhmät.
Come in through the main door. چوڭ ئىشىكتىن كىرىڭ.
پويىز ئىككىنچى تونىلدىن ئۆتتى.
The train passed through the second tunnel.
ماشىنىنىڭ روجىكىدىن باشنى چىقىرىشقا بولمايدۇ.
It is not permitted to stick your head out of the vehicle window.

2) Nouns in the ablative case indicate things which, mentally, are distanced from the subject of the action. For example:

شۇنداق قىلىپ، چوڭ بىر غەمدىن قۇتۇلدۇم.
Thus, I was relieved of a great worry.
He gave up the idea. ئۇ بۇ خىيالدىن ۋاز كەچتى.

3) Nouns in the ablative case indicate the source of an action. For example:

I have been inspired by your words. سىزنىڭ سۆزىڭىزدىن ئىلھاملاندىم.
ئۇ تەشكىلدىن ناھايىتى رازى بولدى.
He was extremely satisfied with the organization.

4) Nouns in the ablative case indicate the starting point of a limit connected with an action. For example:

Read from page 10 to page 12. ئونىنچى بەتتىن 12 ـ بەتكىچە ئوقۇڭ.
دادۇيىمىزنىڭ يەرلىرى مۇشۇ ئېتىزدىن باشلىنىدۇ.
Our agricultural brigade's lands start from this field.[16]

5) Nouns in the ablative case indicate the material or components of the subject or recipient of the action. For example:

This chair is woven from bamboo. بۇ ئورۇندۇق بامبۇكتىن توقۇلغان.
A man قارا چىبەرقۇتتىن ئىشتان ـ چاپان كىيگەن بىر ئادەم كىرىپ كەلدى.
wearing a black corduroy suit/a suit of black corduroy came in.

[16] Since the verb in this sentence does not indicate a literal action, the explanation is not entirely appropriate to the example.

ئۇلار دەرەخ شاخلىرىدىن بىر كەپە ياسىۋالدى.
They made themselves a shed from tree branches.
ئوقۇغۇچىلاردىن بىر ئۆمەك تەشكىل قىلىنىدۇ.
A team of students will be organized.

6) Nouns in the ablative case indicate a generality of which one, or some, are related to the action. For example:

نەمۇنىچىلاردىن ئەخمەت سۆزلىدى.
From among the model persons, Äkhmäd spoke.
بۇ يىغىنغا بىزنىڭ مەكتەپتىن ئۈچ ۋەكىل قاتنىشىدۇ.
Three representatives from our school will attend the meeting .
پارسچە ـ خەنزۇچە لۇغەتتىن بىرنى ئالدىم.
I bought a Persian-Chinese dictionary. (i.e. Out of all the Chinese-Persian dictionaries I bought one.)

7) Nouns in the ablative case indicate the field covered by the action. For example:

He gives us classes in history. ئۇ بىزگە تارىختىن دەرس بېرىدۇ.
ئۇ خەلقئارا ۋەزىيەتتىن سۆزلەپ بېرىدۇ.
He'll speak on the international situation.
ئەتە گراممانتىكىدىن ئىمتىھان بېرىمىز.
Tomorrow we'll sit an exam in grammar.

8) Nouns in the ablative case indicate the reason for the action. For example:

ئۇ خۇشاللىقتىن نېمە قىلىشىنى بىلمەي قالدى.
He was at a loss what to do for joy.
خىجىلچىلىقتىن بېشىمنى كۆتۈرەلمىدىم.
I was unable to lift my head for embarrassment.
غەزەپتىن ئۇنىڭ چىشلىرى غۇچۇرلاپ كەتتى.
He gnashed his teeth in anger. (lit. His teeth gnashed from anger)

Nouns in the ablative case which act as adverbial modifiers that are subordinate to adjectives basically indicate non-equal measurements in a comparison. For example:

A child younger than Äkhmät came. ئەخمەتتىن ياش بىر بالا كەلدى.

ئاتتىن ئېگىز، ئىتتىن پەس. (تېپىشماق)

Higher than a horse, lower than a dog. (riddle) [answer: a saddle (or, figuratively, the heart of a bad person)]

He is older than Tursun. ئۇ تۇرسۇندىن چوڭ.

Certain adjectives sometimes require nouns in the ablative case to act as adverbial modifiers. For example:

ئۇنىڭ بار يېرىنى **ئەخمەتتىن** باشقا ئادەم بىلمەيدۇ.

No-one else knows his whereabouts, apart from Äkhmät,.

Their house is a long way from town. ئۇلارنىڭ ئۆيى **شەھەردىن** يىراق.

Due to the requirement of certain adverbs, nouns in the ablative case act as adverbial modifiers subordinate to adverbs. For example:

from that day on (or: since that day)	**شۇ كۈندىن** بۇيان
from that word on (or: after that remark)	**شۇ سۆزدىن** كېيىن
before Tursun[17]	**تۇرسۇندىن** بۇرۇن
away from the door	**ئىشىكتىن** نېرى

The Locative-Qualitative Case (ئورۇن ـ بەلگە كېلىش)

Nouns in the form of the locative-qualitative case are qualifiers in the sentence and signify the locational or temporal mark of the qualified word. [The qualifier is not specific but general or universalized.] For example:

a garden flower (i.e. a flower that grows in gardens)	**باغدىكى** گۈل
a city building (i.e. a building that is in a city)	**شەھەردىكى** ئىمارەت
	كۆڭۈلدىكى گەپ
a heart matter (i.e. a matter that is in/on someone's heart)	
a book which Tursun has (i.e. a book which is in Tursun's possession [it may or may not be his])	**تۇرسۇندىكى** كىتاب
a 1982 assignment (i.e. an assignment which took place, or was to take place, in the year 1982)	**1982ـيىلدىكى** ۋەزىپە
a summer event (i.e. an event which occurs in summer)	**يازدىكى** ۋەقە

[17] There is no equivalent ablative construction in English.

In situations in which the context is clear, it is possible to omit a word which is qualified by a noun in the locative-qualitative case and to use the noun in the locative-qualitative case pronominally. When a noun in the locative-qualitative case is pronominalized it also represents its own qualified word and may be inflected with other cases. For example:

بۇ يىل ئاشلىق مەھسۇلاتى **1981ـيىلدىكىگە** قارىغاندا 15 پىرسەنت ئاشتى (1981 ـ يىلدىكىگە = 1981 ـ يىلدىكى ئاشلىق مەھسۇلاتىغا).

This year grain production has increased by 15% compared to 1981 (to 1981 = to grain production in 1981).

بۇ دوسكا بىزنىڭ **سىنىپتىكىدىن** بىر ھەسسە چوڭ (بىزنىڭ سىنىپتىكىدىن = بىزنىڭ سىنىپتىكى دوسكىدىن).

This blackboard is as big again as the one in our classroom. (the one in our classroom = the blackboard in our classroom)

ئۇ **كۆڭلىدىكىنى** ئېيتتى (كۆڭلىدىكىنى = كۆڭلىدىكى گەپنى).

He shared what was in his heart. (what was in his heart = the matter that was in his heart)

The Limitative Case (چەك كېلىش)

Nouns in the form of the limitative case basically act as adverbial modifiers which are subordinate to verbs in the sentence. They may sometimes act as the predicate.

When nouns in the form of the limitative case act as adverbial modifiers, they indicate the final point of a limit related to an action. For example:

ئۇنىڭ يۈزى **قۇلىقىغىچە** قىزىرىپ كەتتى. سىز بىرىنچى بەتتىن ئۇچىنچى **بەتكىچە** ئوقۇڭ.

He blushed right up to his ears.

Read from the first page to the third page inclusive.

مەن بۇ قېتىم **خوتەنگىچە** بارىمەن. ئۇ 54 ـ يىلدىن **58ـيىلغىچە** شىنجاڭ داشۈدە ئوقۇغان.

This time I will go as far as Hotan.

He studied at Xinjiang University from '54 to '58.

When nouns in the form of the limitative case act as the predicate, they indicate the final limit of the subject. For example:

بىزنىڭ تازلايدىغان يېرىمىز مەشھەدىن **ئىككىنچى بىناغىچە**.
Our cleaning area is from here to (/as far as) the second building.
The course term is from كۆرس مۇددىتى 6 ـ ئايدىن **9ـ ئايغىچە**.
June till September (i.e the beginning of September).

The Similitude Case (ئوخشاتما كېلىش)

Nouns in the form of the similitude case act as qualifiers or adverbial modifiers in the sentence. When they act as qualifiers they represent that to which the qualified word is likened; when they act as adverbial modifiers they represent that to which an action or quality is likened. For example:

پولاتتەك ئىرادە بولغاندا، **تاغدەك** قىيىنچىلىقنى يەڭگىلى بولىدۇ.
When the will is like steel it is possible to overcome mountain-like difficulties. [Cf. Where there's a will, there's a way.]
مەنمۇ سېنىڭ **قەلەمدەك** قەلەمدىن بىرنى ئالىمەن.
I'm also going to buy a pen like yours (lit. like your pen).
There is not even a place the **ئالقاندەك** يەرمۇ بوش ئەمەس.
size of a palm [lit. like a palm (of a hand)] that's empty,
The weather became as hot as fire. ھاۋا **ئوتتەك** قىزىپ كەتتى.
ئۇنىڭ بەدىنىدىن تەر سۇدەك ئېقىشقا باشلىدى.
Sweat began to run from his body like water.
چوغدەك قىزىل گالستۇك ئۇنىڭ ھۆسنىگە ھۆسن قوشۇپ تۇراتتى.
The ember-like [i.e. fiery] red tie always used to make her even more beautiful.

The Equivalence Case (تەڭلەشتۈرمە كېلىش)

Nouns in the form of the equivalence case act as qualifiers or adverbial modifiers in the sentence. When they act as qualifiers they represent that to which the qualified word is likened and when they act as adverbial modifiers they represent that to which an action or quality is likened, with respect to amount, measurement or level. For example:

ئالىقانچە يەرمۇ بوش ئەمەس.
There is not even a place the size of a palm that's empty.
He drank as **مۇشۇ ئىستاكاندىكى چايچىلىك** دورىنى بىراقلا ئىچىۋەتتى.
much medicine as there is tea in this glass, all in one go.
سېنىڭ بويۇڭچىلىك بويى بار ئادەم ناھايىتى ئاز.
There are very few (tall) people as tall as you.
مەن خەنزۇچىنى **ئەخمەتجىلىك** سۆزلىيەلمەيمەن.
I am not able to speak Chinese as well as Äkhmäd.
ئۇمۇ **تۇرسۇنچىلىكلا** ئوقۇغان.
He's also studied to the same level as Tursun.
مېنىڭ كىتابىم سىزنىڭ **كىتابىڭىزچىلىك** كۆپ ئەمەس.
I don't have as many books as you.

4. The gerundal and participial forms of the verb are also inflected with cases; with whichever cases they are inflected they express several unique meanings. This will be discussed in **Chapter 10, *Substantive Forms of the Verb*** (پېئىلنىڭ تۈرغۇن سۆز شەكىللىرى).

5. In Uyghur grammar books, it is held that the case category of the noun is composed of six cases. **The locative-qualitative case** with the suffixes '**ـ دىكى// ـ تىكى**', **the limitative case** with the suffixes '**ـ غىچە// ـ قىچە// ـ گىچە// ـ كىچە**', **the similitude case** with the suffixes '**ـ دەك// ـ تەك**', and **the equivalence case** with the suffixes '**ـ چە**' **or** '**ـ چىلىك**', that we have introduced into the case category are not considered to be cases.[18]

In our view, it is inappropriate not to regard them as cases because, firstly, **these suffixes, just like the recognized case suffixes, indicate the relationship which exists between the nouns to which they are added and other words in the sentence**; secondly, **to**

[18] [Author's footnote] Although Ämir Näjip considered the '**ـ دەك// ـ تەك**' suffix to be **the similitude case**, he did not introduce it into the case system, but made it a type on its own. (Ämir Näjip, *Modern Uyghur*, 1960, Moscow Russian Press.)

whichever forms of the noun the recognized case suffixes are added, these suffixes are also added to such forms of the noun and are consistently able to take their turn with other case suffixes. In other words, whether it be with respect to function or with respect to their ability to be attached, they belong to the same type as the other recognized case suffixes. Grammatical phenomena which belong to a single type with respect to function and attachability, must certainly be universalized into one category. This is an important principle in grammatical science. In several works these suffixes are introduced into the ranks of word-formation affixes. In our opinion, it is impossible to consider these suffixes as word-formation affixes because, firstly, if word-formation affixes are attached to a certain word, a new word is produced from it, for example, if the suffix 'ـ چى' is attached to the word 'ئىش' (work), the new word 'ئىشچى' (worker) is produced. If the suffix 'ـ لىق' is added to the noun 'سامان' (straw), the new noun 'سامانلىق' (thatched cottage/shed) is produced; if it is added to the adjective 'تىرىشچان' (diligent/industrious) the new noun 'تىرىشچانلىق' (diligence/industry) is produced. **However, when the suffixes we are discussing are attached to a noun, a new word is not produced on the basis of that noun, but only the grammatical form of the noun changes.** For example, if the suffix 'ـ دىكى' is added to the noun 'قەغەز' (paper) so that it becomes 'قەغەزدىكى' (paper [adj] /in paper), the lexical meaning of the word will not have changed and it will not have turned into another word, but rather, one kind of grammatical meaning is communicated on the basis of the lexical meaning of 'قەغەز'. Of course, it is also impossible to say that 'قەغەزگىچە', 'قەغەزدەك' and 'قەغەزچىلىك' are different words in relation to 'قەغەز'. Secondly, word-formation affixes are not usually joined to the grammatical form of words, but to their lexical base. **However, the suffixes which we are discussing are not only joined to the lexical base of nouns, but to the plural, ownership-dependent and plural ownership-dependent forms of nouns.** For example:

بالدىكى	بالغىچە	بالدەك	بالچىلىك
بالامدىكى	بالامغىچە	بالامدەك	بالامچىلىك
بالىمىزدىكى	بالىمىزغىچە	بالىمىزدەك	بالىمىزچىلىك
بالاڭدىكى	بالاڭغىچە	بالاڭدەك	بالاڭچىلىك
بالىڭىزدىكى	بالىڭىزغىچە	بالىڭىزدەك	بالىڭىزچىلىك
بالىسسدىكى	بالىسسغىچە	بالىسسدەك	بالىسسچىلىك
بالىلاردىكى	بالىلارغىچە	بالىلاردەك	بالىلارچىلىك
بالىلىرىدىكى	بالىلىرىغىچە	بالىلىرىدەك	بالىلىرىمچىلىك ...

If we reckon these suffixes to be word-formation affixes, it is necessary to count every one of the above as a new word. This is, of course, unreasonable. Thirdly, however productive word-formation suffixes may be, they cannot be added to all the words belonging to one class of words. For example, if we take the suffix 'ـ چى', which is one of the most productive suffixes in the Uyghur language, even that is limited to only one section of nouns; it is impossible to add it to such words as 'كۆڭۈل' (heart), 'قان' (blood), 'ئېغىز' (mouth), 'بۇرۇن' (nose) and 'كىرپىك' (eyelash), to produce such words as 'كۆڭۈلچى', 'قانچى', 'ئېغىزچى', 'بۇرۇنچى' and 'كىرپىكچى'; neither is it possible to add the suffix 'ـ لىق// ـ لىك// ـ لۇق// ـ لۈك' to people's names to make such new words as 'تۇرسۇنلۇق', 'ئەخمەتلىك'. **However, the suffixes which we are discussing can be added to virtually all words belonging to the noun class. In other words, the degree of abstraction of these suffixes is very high compared to that of word-formation suffixes.**

To sum up, these suffixes are not word-formation suffixes; if they are put into the ranks of word-formation suffixes, then the boundary between word-inflection suffixes and word-formation suffixes will become blurred and grammatical research will encounter very serious difficulties.

§6 The Noun-Postposition Construction

(ئىسىم ـ تىركەلمە قۇرۇلمىسى)

1. Constructions like 'قەلەم بىلەن' (with a pen), 'خەلق ئۈچۈن' (for the people), 'دەرس توغرۇلۇق' (about the lesson), 'ئەخمەت ئارقىلىق' (through Äkhmät) and 'سىنىپ بويىچە' (throughout the class), **that are produced by the combination of nouns with function words which we will call** 'تىركەلمىلەر' (postpositions),[19] **are called noun-postposition constructions**. According to the principle by which a grammatical form of a word may also be constructed by means of function words, these constructions must definitely be counted as grammatical forms of the noun. Meaning-wise, these constructions alternate with case forms of the noun, that is to say, they express the relationship which exists between a noun and other words in the sentence in exactly the same way as case forms of the noun. Therefore, they should naturally be counted as **the analytical case of the noun**.[20] However, in grammar books relating to the Uyghur language, constructions of this kind continue to be nonentities which exist neither in the morphological system, nor in the syntactical system. This is certainly unreasonable and, in order not to place these constructions outside the grammatical system, we have introduced them into the chapter on nouns, under the name **noun-postposition constructions**. In fact, these constructions are used as **the analytical case of the noun**.

2. Noun-postposition constructions in the Uyghur language are produced by means of the following postpositions:

بىلەن ئۈچۈن توغرۇلۇق (توغرىسىدا، ھەققىدە)

[19] (Author's footnote) The term 'تىركەلمە' [postposition] was adopted from 'ھازىرقى زامان ئۇيغۇر تىلى', compiled by the Kazakh S S R Academy of Sciences' Department of Uyghur Studies and printed in Almaty in 1966. In other grammar books these function words are called 'سۆز ئارقا يارەمچىسى' (postpositional auxiliaries). [The verb 'تىركەلمەك', from which this noun has been formed, means 'to be connected, coupled, or linked'.]

[20] By 'analytical' is meant the use of separate words instead of suffixed inflections.

ئارقىلىق	بويىچە	ئارا	قاتارلىق	باشلىق
تەرىپىدىن	كەبى	ئائىت	دائىر	قەدەر
قارتا	قارىغاندا	نىسبەتەن	يارىشا	بىنائەن
ئاساسەن	تارتىپ	باشلاپ	ئېتىبارەن	

1) The 'بىلەن' Construction

In this construction the postposition 'بىلەن' is coupled with a zero (Ø) case noun. This construction functions as an adverbial modifier in the sentence and expresses the following meanings:

(1) The postposition 'بىلەن' **indicates the means by which the action is carried out**. For example:

مەن ئۈرۈمچىگە **پويىز بىلەن**بېرىپ، خوتەنگە **ئايروپىلان بىلەن** باردىم.

I went to Urumqi by train and (then) to Hotan by plane.

ئەپەندىم ئۇنى **چۆچۈرە بىلەن** مېھمان قىلدى.

The Effendi entertained him with meat dumplings.

شەيئىلەر **تۈپتۈز يول بىلەن** ئەمەس، بەلكى **ئەگرى ـ توقاي يوللار بىلەن** راۋاجلىنىدۇ.

Matters do not develop by a smooth path, but by a winding one.

(2) The postposition 'بىلەن' **indicates the other party in an action which takes place through two-sided participation**. For example:

مەن **تۇرسۇن بىلەن** ئىككى سائەت پاراڭلاشتىم.

I chatted with Tursun for two hours.

مەن ئۇ **يولداش بىلەن** تونۇشمايدىكەنمەن.

I am not acquainted with that comrade.

(3) When combined with abstract nouns, the postposition 'بىلەن' **indicates the kind of mental state in which the action is carried out**. For example:

ئۇ ئۆز ۋەزىپىسىنى **ساداقەتلىك بىلەن** ئورۇنلىدى.

He carried out his own job with devotion/faithfully.

ئۇلار بىزنى **خۇشاللىق بىلەن** قارشى ئالدى.

They welcomed us with joy.

ئۇ **غەزەپ بىلەن** كىرىپ كەلدى.

He came in angrily. (He stormed in)

(4) The adverb 'بىللە' (together) and specific verbs and adjectives require a 'بىلەن' construction to act as an adverbial modifier. For example:

مەن ئەخمەت **بىلەن** بىللە بارىمەن.

I am going to go (together) with Äkhmät.

ئۇ **تۇرسۇن بىلەن** تەڭ.

He is the same age as Tursun. (lit. ... equal with Tursun).

ئۇ ئىلمىي **تەتقىقات بىلەن** شۇغۇللىنىدۇ.

He is engaged in scientific research.

In many situations the adverb 'بىللە' is omitted and the 'بىلەن' construction itself expresses the concept of togetherness. e.g.:

I went there with Tursun. مەن ئۇ يەرگە **تۇرسۇن بىلەن** باردىم.

2) The 'ئۈچۈن' Construction

In this construction the postposition 'ئۈچۈن' is coupled with a zero (Ø) case noun. **This construction functions as an adverbial modifier in the sentence and indicates the object to which a certain action is devoted, or towards which a certain opinion is directed.** For example:

بىز **خەلق ئۈچۈن** خىزمەت قىلىمىز.

We work for/on behalf of the people.

مەن بۇ كىتابنى **ئۆكام ئۈچۈن** ئالدىم.

I bought this book for my younger brother.

3) The 'توغرۇلۇق' (توغرىسىدا، ھەققىدە) Construction

In this construction the postposition 'توغرۇلۇق' (توغرىسىدا، ھەققىدە) is coupled with a zero (Ø) case noun. **This construction acts as an adverbial modifier in the sentence and indicates the content of a certain action or judgment.** For example:

بۈگۈن **خىزمەت پىلانى توغرۇلۇق** (توغرىسىدا، ھەققىدە) مۇزاكىرىلەشتۇق.

Today we had a discussion about the work plan.

بۇ مەسىلە توغرۇلۇق مېنىڭ باشقا پىكرىم يوق.

I don't have any other thoughts on the matter.

4) The 'ئارقىلىق' Construction

In this construction the postposition 'ئارقىلىق' is coupled with a zero (Ø) case noun. **This construction functions as an adverbial modifier in the sentence and indicates the instrument or route of an action.** For example:

پوچتا ئارقىلىق ئەۋەتكەن كىتابلارنى تاپشۇرۇۋالدىم.

I received the books that were sent by post.

ئۇلار **تەرجىمان ئارقىلىق** سۆزلەشتى.

They conversed through an interpreter.

بىز **باۋتۇ ئارقىلىق** كېلىدىغان پويىزغا چۈشتۇق.

We boarded the train that comes via Baotou.

بۇ قېتىمقى **يىغىن ئارقىلىق** يولداشلارنىڭ تونۇشى ئاساسەن بىرلىككە كەلدى.

Through this meeting the comrades have more or less reached a common understanding.

5) The 'بويىچە' Construction

In this construction the postposition 'بويىچە' is coupled with a zero (Ø) case noun. **This construction acts as an adverbial modifier in the sentence and indicates the scope or style of the action.** e.g.:

بۈگۈن **مەكتەپ بويىچە** چوڭ يىغىن ئېچىلدى.

Today a big meeting of the entire school was held.

بۇ مەسىلىدە ھېلىمۇ **مەركەز كۆرسەتكەن چارە بويىچە** ئىش كۆرۈۋاتىمىز.

In this matter we are still looking at the business according to the centrally indicated method.

6) The 'ئارا' Construction

In this construction the postposition 'ئارا' is coupled with a zero (Ø) case noun. **This construction acts as an adverbial modifier in the sentence and indicates position, or the concept of 'ئىچىدە' (in, among). (It is basically only used in poetry.)** For example:

ئەي سازەندەم تارىم، بىزدە ئارمان يوق،
چال سازىڭنى **كۆڭۈل ئارا** ئەپغان يوق. (ئا. خوجا)

Oh, Music maker Tarim, we have no aspirations,
Play your instrument and there will be no wail in the heart. (A. Khoja)

راھىتى تۇرماق، مۇشەققەت پەيتىمۇ راھەت ماڭا،
داتلسام **راھەت ئارا** تۇزكور بولۇپ ئۆلمەمدىمەن! (ت. ئېلىيوۋ)

To be at ease, even in the time of trouble, will be ease to me,
If I complain and am ungrateful in my ease, then I will die! (T. Eliyov)

7) The 'قاتارلىق' Construction

In this construction the postposition 'قاتارلىق' is coupled with a zero (Ø) case noun. **This construction functions as a qualifier in the sentence and points to an example or representative of what is qualified**. For example:

بۇ يىغىنغا بىزنىڭ كافېدرادىن **تۇرسۇن قاتارلىق** بەش ئوقۇتقۇچى قاتناشتى.

Five teachers from our departmental section, including Tursun, attended the meeting.

بۇ دۇكاندا **دەپتەر، قەلەم، سىياھ قاتارلىق** مەدەنىيەت بۇيۇملىرى سېتىلىدۇ.

Such stationery as notebooks, pens and ink are sold in this shop.

بېيجىڭ، شاڭخەي قاتارلىق چوڭ شەھەرلەرگە بارىمىز.

We are going to big cities like Beijing and Shanghai.

This construction may sometimes be pronominalized to represent the qualified object. For example:

بۇ دۇكاندا **دەپتەر، قەلەم، سىياھ قاتارلىقلار** سېتىلىدۇ.

Notebooks, pens, ink, etc. are sold in this shop.

ئۇ شۇ چاغدىلا **لىن بياۋ قاتارلىقلار** بىلەن قەتئىي كۈرەش ئېلىپ باردى.

At that time he fought a decisive battle with Lin Biao, et al.

8) The 'باشلىق' Construction

In this construction the word 'باشلىق', in the role of a postposition, is coupled with a zero (Ø) case noun. **In the sentence, this construction**

acts as a qualifier to a noun or noun phrase indicating a number of persons and indicates the leader of those persons.[21] For example:

بۇ يىغىنغا بىزنىڭ كافېدرادىن **تۇرسۇن باشلىق** بەش ئوقۇتقۇچى قاتناشتى.

Five teachers, headed up by Tursun, attended the meeting from our department.

9) The 'تەرىپىدىن' Construction

In this construction the word 'تەرىپىدىن', in the role of a postposition, is coupled with a zero (Ø) case noun. **In the sentence, this construction acts as an adverbial modifier and indicates the logical subject of actions expressed by verbs in the passive voice**. For example:

ئۇنىڭ جىنايى ئىشلىرى **ئاممىا تەرىپىدىن** پاش قىلىندى.

His criminal acts were reported by the people.

10) The 'كەبى' Construction

In this construction the postposition 'كەبى' is coupled with a zero (Ø) case noun. **This construction acts as a qualifier or adverbial modifier in the sentence and signifies that to which the qualified object, action, or adjective, is being compared**. (It is basically only found in poetry) For example:

كىمكى بىر قاراپ قويسا ئۇ كۆزگە،
تېگەر بىر **ئوق كەبى** كىرپىك شۇ كۆزگە. (ت. ئۆتكۈر)

Whoever takes one glance at that eye,
Will suffer an arrow-like lash to his eye. (T. Ötkür)

مانا بىللە يۈرۈپ ئۆسكەن ئەزىز ۋاق،
يۈگەنسىز **تاي كەبى** شوخ بالىلىق چاغ. (ت. ئۆتكۈر)

Look! the precious time when we roamed and grew up together,
The time of playful, unbridled colt-like childhood. (T. Ötkür)

---

[21] In this construction the number of persons must be included after the postposition 'باشلىق'.

11) The 'ئائىت//دائىر' Construction

In this construction the postposition 'ئائىت' or 'دائىر' is coupled with a noun in the dative case. **This construction functions as a qualifier in the sentence and indicates the range of content of the qualified object**. For example:

بۈگۈنكى يىغىندا **ئۆگىنىشكە ئائىت (دائىر)** مەسىلىلەر مۇزاكىرە قىلىندى.

Matters related to private study were discussed in today's meeting.

مەھسۇلات **سۈپىتىگە دائىر (ئائىت)** پىكىرلەرنى رەتلەپ چىقتىم.

I have sorted out the opinions related to product quality.

I can see رۇسچىدا **كەسىپكە ئائىت (دائىر)** كىتابلارنى كۆرەلەيمەن.

(the) Russian books (i.e. books in Russian) related to profession.

12) The 'قەدەر' Construction

In this construction the postposition 'قەدەر' is coupled with a noun in the dative case. **This construction acts as an adverbial modifier in the sentence and basically indicates the terminating time or point related to an action**. For example:

51 ـ يىلدىن **56ـيىلغا قەدەر** ئوتتۇرا مەكتەپتە ئوقۇدۇم.

From 1951 to 1956 I studied at middle school.

قەشقەردىن **خوتەنگە قەدەر** مېڭىۋاتىدۇ.

He is travelling from Kashgar to Hotan.

مەن مۇھەببەتتىن **پەردىگە قەدەر** ھەممە ئوقۇتقۇچىلارنى ياخشى كۆرىمەن.

I like all the teachers, from Muhäbbät to Päridä.

13) The 'قارىتا' Construction

In this construction the postposition 'قارىتا' is coupled with a noun in the dative case. **This construction acts as an adverbial modifier in the sentence and indicates the object at which the action is aimed**. For example:

ئوقۇغۇچىلار **دەرسكە قارىتا** بىرمۇنچە ياخشى پىكىرلەرنى بەردى.

The students gave several good ideas regarding the lesson.

مەن **دوستۇمغا قارىتا** نۇرغۇن ئويلاردا بولدۇم.

I had many thoughts regarding my friend.

14) The 'قارىغاندا' Construction

In this construction the word 'قارىغاندا', in the role of a postposition, is coupled with a noun in the dative case. **This construction functions as an adverbial modifier in the sentence and indicates the object which is made a standard of comparison**. For example:

Tursun is even more **ئەخمەتكە قارىغاندا** تۇرسۇن تېخىمۇ مۇۋاپىق.

suitable than Äkhmät [In comparison with Äkhmät Tursun is even more suitable].

رۇس تىلى گراممماتىكىسى **ئىنگلىز تىلى گراممماتىكىسىغا قارىغاندا** تەس.

Russian grammar is difficult compared to English grammar [Russian grammar is more difficult than English grammar].

15) The 'نىسبەتەن' Construction

In this construction the word 'نىسبەتەن', in the role of a postposition, is coupled with a noun in the dative case. **This construction acts as an adverbial modifier in the sentence. It is sometimes used synonymously with the (a) 'قارىتا' construction and sometimes synonymously with the (b) 'قارىغاندا' construction**. For example:

(a) شۇڭا ئادەملەرنىڭ بىلىشىمۇ، **تەبىئەتكە نىسبەتەن (قارىتا)** بولسۇن، **جەمئىيەتكە نىسبەتەن (قارىتا)** بولسۇن، قەدەممۇقەدەم تۆۋەن باسقۇچتىن يۇقىرى باسقۇچقا ... راۋاجلىنىدۇ.

Therefore, whether with regard to nature or with regard to society, people's knowledge is also developing step by step from a low(er) stage to a high(er) one.

(b) **ئەخمەتكە نىسبەتەن (قارىغاندا)** تۇرسۇن تېخىمۇ مۇۋاپىق.

Tursun is even more suitable than Äkhmät [In comparison with Äkhmät Tursun is even more suitable].

16) The 'يارىشا' Construction

In this construction the word 'يارىشا', in the role of a postposition, is coupled with a noun in the dative case. **This construction acts as an adverbial modifier in the sentence and indicates that to which the action is appropriate**. For example:

هەرکىم **قابىلىيىتىگە يارىشا** ئىشلەش، هەرکىمگە **ئەمگىكىگە يارىشا** تەقسىم قىلىش.

Everyone working according to his ability; apportioning to everyone according to his labour. (i.e. From each according to his ability, to each according to his labour.

بەختىمگە يارىشا، بالامنىڭ سالامەتلىكى ياخشى.

Fortunately (lit. according to my good fortune), my child's health is good.

17) The 'بىنائەن//ئاساسەن' Construction

In this construction the postposition 'بىنائەن', or the word 'ئاساسەن' in the role of a postposition, is coupled with a noun in the dative case. **This construction acts as an adverbial modifier in the sentence and indicates that which is the basis for a certain action**. e.g.:

ئوقۇش پىلانىغا بىنائەن (ئاساسەن) بۇ مەۋسۇمدە گراماتىكىنىڭ مورفولوگىيە قىسمى سۆزلىنىدۇ.

According to the study plan, the morphological portion of grammar will be taught this semester.

پىلان **ئەمەلىي ئەھۋالغا ئاساسەن (بىنائەن)** تۈزۈلگەندىلا ئىشەنچلىك بولىدۇ.

The plan will only be reliable if it has been formulated on the basis of real circumstances.

بىز بۇ ئىشنى **يۇقىرىنىڭ يوليورۇقىغا بىنائەن (ئاساسەن)** قىلدۇق.

We did this job according to the instructions of higher authorities.

18) The 'تارتىپ' Construction

In this construction the word 'تارتىپ' in the role of a postposition is coupled with a noun in the ablative case. **This construction functions as an adverbial modifier in the sentence and indicates a certain boundary which is the starting point related to the action**. e.g.:

مۇشۇ ئۆستەڭدىن تارتىپ بۇ تەرەپنىڭ هەممىسى بىزنىڭ ناھىيىگە قارايدۇ.

Starting from this irrigation channel, everything on this side belongs to our county.

ئەتىدىن تارتىپ سائەت ئالتىدە ئىشتىن چۈشىمىز.

Starting from tomorrow, we will knock off (work) at six o'clock.

ئالتە ياشلىق بالىلاردىن تارتىپ 60 ياشلىق بوۋايلارغىچە هەممىسى قاتناشتى.

Everyone participated, from six year old children to 60 year old grandfathers.

19) The 'باشلاپ' Construction

In this construction the word 'باشلاپ' in the role of a postposition is coupled with a noun in the ablative case. **This construction acts as an adverbial modifier in the sentence and indicates a certain boundary of place or time which is the starting point related to the action or state [of the verb]**. For example:

مۇشۇ ئۆستەڭدىن باشلاپ بۇ تەرەپنىڭ هەممىسى بىزنىڭ ناھىيىگە قارايدۇ.

Starting from this irrigation channel, everything on this side belongs to our county.

ئەتىدىن باشلاپ سائەت ئالتىدە ئىشتىن چۈشىمىز.

Starting from tomorrow, we will knock off (work) at six o'clock.

55ـيىلدىن باشلاپ 62 ـ يىلغىچە هەربىي سەپتە خىزمەت قىلغان.

From 1955 to 1962 he was in active service.

20) The 'ئىتىبارەن' Construction

In this construction the postposition 'ئىتىبارەن' is coupled with a noun in the ablative case. **This construction functions as an adverbial modifier in the sentence and indicates a certain time which is the starting point related to the action**. For example:

ئەتىدىن ئىتىبارەن سائەت ئالتىدە ئىشتىن چۈشىمىز.

Starting from tomorrow, we will knock off (work) at six o'clock.

78ـيىلدىن ئىتىبارەن ئۇ يەرگە بېرىپ باقمىدىم.

I have not been there/attempted to go there since 1978.

3. Just as verbal noun (gerundal) forms of the verb may be inflected with case endings, they may also be coupled with postpositions to produce **verbal noun-postposition constructions**. Constructions of this type express several unique grammatical meanings. This will be discussed in **Chapter 10 *'Substantive Forms of the Verb'*, §3, pp. 265ff.**

§7 Adverbialization of the Noun

(ئىسىمنىڭ رەۋىشلىشىشى)

1. Some nouns (mostly those indicating a certain place or time) become adverbs by being repeated and taking the affix 'مۇ' in between. **These adverbs signify, 'not excepting even one of the many objects of the type expressed by that noun'**. For example:

from street to street/street by street	كوچىمۇكوچا
from house to house/house by house	ھويلىمۇھويلا
from door to door/from room to room/room by room	ئۆيمۇئۆي
from village to village/village by village	يېزىمۇيېزا
from town to town/town by town	شەھەرمۇشەھەر
from garden to garden	باغمۇباغ
from mountain to mountain	تاغمۇتاغ
word for word/word by word	سۆزمۇسۆز
year by year يىلمۇيىل	month by month ئايمۇئاي
week by week ھەپتىمۇھەپتە	season by season پەسىلمۇپەسىل
page by page بەتمۇ بەت	line by line قۇرمۇقۇر

Some such adverbs may express slightly different meanings. e.g.:

hand in hand/together/in unison/simultaneously	قولمۇقول
face to face/to someone's face, in somebody's presence	يۈزمۇيۈز

2. When certain 'time' nouns occur with a particular qualifier, they are adverbialized directly and indicate the time of an action. For example:

at that time	شۇ زامان	always	ھەر زامان

this year	بۇ يىل	last year	ئۆتكەن يىل
this week	بۇ ھەپتە	last week	ئۆتكەن ھەپتە
as soon as he comes	كەلگەن زامان	at that time/then	شۇ چاغ

Besides occurring with particular qualifiers, some 'time' nouns are adverbialized by further combining with the suffix 'ئى'. e.g.:

(on) that day	شۇ كۈن + ـ ى ← شۇ كۈنى
(on) the day when [he] came	كەلگەن كۈن + ـ ى ← كەلگەن كۈنى
in (the year) 1978	1978 يىل + ـ ى ← 1978 يىلى

§8 Locational Nouns

(ئورۇن ـ تەرەپ ئىسىملىرى)

In Uyghur there is a group of nouns which indicate a certain aspect (side) of objects. These are called **locational nouns** (in some works they are called 'ياردەمچى ئىسىملەر' **auxiliary nouns**). For example:

ئۈست (جوزىنىڭ ئۈستى)

top/upper side (the table top/the top of the table)

ئاست (كارىۋاتنىڭ ئاستى)

bottom/underneath ([the space] underneath the bed)

inside (the inside of the box)	ئىچ (ساندۇقنىڭ ئىچى)
exterior/outside (the outside of the house)	تاش (ئۆينىڭ تېشى)
front (the front of the apartment block)	ئالد (بىنانىڭ ئالدى)
back/rear ([the space] behind the wall)	كەين (تامنىڭ كەينى)

Because **locational nouns** indicate a certain aspect of objects, they are always used in the ownership-dependent form and are mostly qualified by possessive case nouns or pronouns. **Locational nouns which occur in the ownership-dependent form, or qualified by nouns or pronouns in the possessive case, are inflected according to case, just like ordinary nouns, and occur as sentence elements**. For example:

I feel really hot (lit. My inside is really hot).	ئىچىم قىزىپ تۇرىدۇ.

جوزىنىك ئۈستىگە تۈرلۈك كىتابلار رەتلىك تىزىلغان.
All kinds of books were neatly lined up on (top of) the table.

ئۇلار بىنانىڭ ئالدىنى تازىلاۋاتىدۇ.
They are cleaning the front of the building.

تېكىستنىڭ كەينىدىكى يېڭى سۆزلەرنى يادلاڭلار.
Memorize the new words at the end of the text.

§9 Noun Dependents

(ئىسىم بېقىندىلىرى)

It is possible for nouns to subordinate to themselves, as qualifiers, such word classes as **adjectives, numerals and measure words; some pronouns; the nominative, possessive, locative-qualitative, similitude and equivalence case forms of nouns, or words functioning as nouns; noun-postposition constructions produced by the combination of the noun with such postpositions as** 'قاتارلىق', 'ھەققىدىكى', 'باشلىق', 'دائىر', **etc.; and participial (adjectival verb) forms.** e.g.:

a great people	ئۇلۇغ خەلق
five people	بەش ئادەم
100 jing (half kilos) of flour	يۈز جىڭ ئون
this book (is good)	بۇ كتاب (ياخشى)
a gold watch	ئالتۇن سائەت
Tursun's pen	تۇرسۇننىڭ قەلىمى
the book which Kasim has	قاسىمدىكى كتاب
iron will/steel-like determination	پولاتتەك ئىرادە
a child like Kasim	قاسىمچىلىك بالا
such cities as Urumqi	ئۈرۈمچى قاتارلىق شەھەرلەر
relatives headed up by my father	دادام باشلىق تۇغقانلار
matters related to private study	ئۆگىنىشكە دائىر مەسىلىلەر
flourishing Xinjiang	گۈللەنگەن شىنجاڭ

§10 Noun-Formation Affixes

(ئىسىم ياسىغۇچى قوشۇمچىلار)

Affixes which Derive Nouns from Nouns

(ئىسىمدىن ئىسىم ياسىغۇچىلار)

◊ —چى-

This is one of the oldest and most productive derivative suffixes in Uyghur and plays roles such as the following:

1) Joined to one group of nouns, it forms nouns which indicate those engaged in the action or occupation related to the object expressed by the noun. For example:

woodcutter/wood-seller/woodworker/carpenter			ياغاچچى
worker	ئىشچى	blacksmith/iron worker	تۆمۈرچى
fisherman	بېلىقچى	herder	پادىچى
shepherd	قويچى	singer	ناخشىچى
tractor driver	تراكتورچى	projectionist	كىنوچى
reaper	ئورمىچى	revolutionary	ئىنقىلابچى
soldier	جەڭچى	educator/trainer	تەربىيىچى
cobbler/shoe repairer	ياماقچى	dyer/dye seller	بوياقچى
plasterer	سۇۋاقچى	cultivator	تېرىمچى

2) When attached to some nouns, it forms nouns which indicate those who belong to a belief, school of thought, tendency, organization or group that is related to what that noun, or the object represented by that noun, expresses. For example:

Marxist	ماركسىزمچى
revisionist	شيۇجېڭجۇيىچى
nationalist	مىللەتچى
individualist/selfish person	شەخسىيەتچى
collective farm member	كولخوزچى
Trotskyist/Trotskyite	تروتسكىچى
Stakhanovist/Stakhanovite (an exceptionally productive or zealous worker)	ستاخانوۋچى

◊ — ـداش

This is a very productive derivative suffix in Uyghur. When attached to nouns, it forms nouns which indicate people or things that possess an identity or commonality with all the objects expressed by that noun. For example:

comrade, fellow traveller, husband [in Kashgar dialect]	يولداش
classmate	سىنىپداش
schoolmate	ساۋاقداش
like-minded person	مەسلەكداش
sibling; fellow countryman	قېرىنداش
close friend, bosom pal	سىرداش
homophonous (word), (homophone)	ئاھاڭداش (سۆز)[22]
synonymous (word), (synonym)	مەنىداش (سۆز)

◊ — ـلىق//ـلىك//ـلۇق//ـلۈك

This is one of the most productive derivative suffixes in the Uyghur language. The role of this suffix is as follows:

1) When attached to nouns indicating a person who is engaged in certain work, it forms nouns which express the occupation in which that person is engaged. For example:

butchering	قاسساپلىق	fishing, fish selling	بېلىقچىلىق
weaving, spinning	توقۇمچىلىق	linguistics	تىلشۇناسلىق
cooking	ئاشپەزلىك	blacksmithing	تۆمۈرچىلىك
cobbling, shoemaking or repairing			موزدۇزلۇق
dressmaking, tailoring			سەيپۈكلۈق

2) When attached to nouns indicating plants and substances, it forms nouns indicating a place where there are many of that type of plant, or where there is much of that type of substance. e.g.:

arboretum, wood(s)	دەرەخلىك	pine forest	قارىغايلىق
reed bed, reed marsh	قومۇشلۇق	melon field or patch	قوغۇنلۇق

[22] 'ئاھاڭداش' and 'مەنىداش' are, in fact, only used adjectivally.

wheat field	بۇغدايلىق	gizzard	تاشلىق
thatched cottage or shed	سامانلىق	oil field	نېفتلىك
apricot orchard	ئۆرۈكلۈك		

3) When attached to certain nouns which represent a person, it forms nouns which indicate a characteristic exclusive to that [kind of] person. For example:

motherhood/motherliness (mostly used as an adjective — maternal/pistillate)	ئانىلىق
childhood/childishness	بالىلىق
childishness; naivety; youth, youthfulness	ياشلىق
youth, young manhood	يىگىتلىك

4) When attached to certain nouns, it forms nouns which indicate a thing that is useful for, or prepared for the object expressed by the noun. For example:

parasol, umbrella	كۈنلۈك
betrothal gift	تويلۇق
hand towel used when eating greasy food	مايلىق (لۆڭگە)
dress material	كىيىملىك
coat material	چاپانلىق
foodstuff or clothes for a religious festival; money given to children at such a festival	ھېيتلىق
raincoat	يامغۇرلۇق

5) When attached to nouns which indicate a place name, it forms nouns which indicate a person who was born and grew up in the place expressed by that noun. For example:

a Kashgarite/someone from Kashgar			قەشقەرلىك
a Turpanite/someone from Turpan			تۇرپانلىق
someone from Bügür (Luntai)			بۈگۈرلۈك
a Chinese	جۇڭگولۇق	villager	يېزىلىق
mountain dweller	تاغلىق	a European	ياۋروپالىق
an African	ئافرىقىلىك		

◊ — ـچىلىق//ـچىلىك

This suffix has been produced by joining the suffix 'ـچى' and the suffix 'ـلىق//ـلىك'. When attached to certain nouns, it forms nouns which indicate a relationship on the basis of the concept expressed by that noun. For example:

kinship (relations)	تۇغقانچىلىق
friendliness, friendship	ئۇلپەتچىلىك
partnership	شېرىكچىلىك
relationship between man and wife/ marital relations	ئەر ـ خوتۇنچىلىق

◊ — ـچە

This is one of the most productive suffixes in the Uyghur language. When attached to nouns which indicate the name of a nationality, it forms nouns which indicate the language and script of that nationality. For example:

The Uyghur language	ئۇيغۇرچە	Turkish	تۈركچە
Kazakh	قازاقچە	Chinese	خەنزۇچە
Russian	رۇسچە		

There is another suffix in the Uyghur language which is homonymous with this. When attached to certain nouns, it forms nouns which indicate the smallness of the object expressed by that noun. For example:

booklet, brochure, pamphlet	كىتابچە
small notebook	دەپتەرچە
branch office, small department	بۆلۈمچە
park, small garden or orchard	باغچە

◊ — ـخانا

This is an element which has been adapted from the Persian word 'خانه'. In Uyghur, as in Persian, it is used both as a word (بىر لەر خانىسى [single digit, the ones column]; ئۇنىڭ ئۆز خانىسى بار [He has his

own room]; بۇغداينىڭ خانىسى [a grain silo/place in which wheat is stored]) **and as a word-formation suffix. This element is extremely productive as a word-formation suffix and continues to be added to nouns which have come from Arabic and Persian, and even from Chinese and other languages. It forms nouns which indicate the place where the object expressed by the original noun is kept, or a place connected with that object.** For example:

dovecot(e), pigeon loft	كەپتەرخانا	stable	ئاتخانا
coal bunker, coalyard	كۆمۈرخانا	bookshop	كىتابخانا
guest house or room	مېھمانخانا	office, workshop	ئىشخانا
tea house	چايخانا	printing house	باسمىخانا
embassy	ئەلچىخانا	consulate	كونسۇلخانا
a shop where laghman is made and sold (correctly — لەگمەنخانا)	لەغمەنخانا	post office	پوچتىخانا

◊ — ـشۇناس

This suffix has been assimilated from Persian and is used in the ranks of the productive suffixes in Uyghur. When attached to certain nouns, it forms nouns which indicate an expert who carries out scholarly research on the object expressed by the noun. e.g.:

linguist	تىلشۇناس	historian	تارىخشۇناس
literary scholar	ئەدەبىياتشۇناس	sinologist	خەنزۇشۇناس
a specialist in Uyghur culture, Uyghurologist			ئۇيغۇرشۇناس
pedologist, soil scientist			تۇپراقشۇناس

◊ — ـزار

This suffix has been assimilated from Persian and is used as a fairly productive suffix in Uyghur. When attached to nouns indicating the names of plants, it forms nouns which indicate a place where many plants of that type are grown. For example:

flower bed	گۈلزار	pine forest	قارىغايزار
juniper plantation	ئارچىزار	vineyard	ئۈزۈمزار

forest, wood(s)	دەرەخزار	lawn, meadow	چىمەنزار
cotton plantation	پاختىزار		

◊ — دان ـ

This fairly productive derivational suffix has been assimilated from Persian. When attached to certain nouns, it forms nouns that signify the vessel into which the object expressed by the noun is put. e.g.:

canteen, water bottle	سۇدان	brazier, firepan	ئوتدان
thermos flask	چايدان	quiver	ئوقدان
ashtray	كۈلدان	candlestick	شامدان
accumulator, storage battery			توكدان

◊ — نامە ـ

This element has been assimilated from the noun in Persian, in the sense of 'letter', 'book'. In the Uyghur language it is basically used as a word-formation suffix. (Sometimes, especially in poems, situations are also encountered in which it is used on its own, in the sense of 'letter', e.g.: خەت پۇتۇپ نامە ئەۋەتتىم مېھرىبان يارىم ساڭا. — 'I wrote a letter and sent it to you, my affectionate sweetheart.') **When attached to some nouns, this suffix forms nouns which signify a letter, document or book written about the object, or a matter concerning the object.** For example:

pledge, written promise	ۋەدىنامە
certificate of merit, letter of appreciation	تەقدىرنامە
certificate, credentials, permit	گۇۋاڭنامە
war epic, war story	جەڭنامە
almanac, yearbook	يىلنامە
pact, treaty	شەرتنامە
declaration, petition, memorial, statement	بايانناما
constitution, regulations	نىزامنامە

◊ — ئىيە ـ

This suffix is basically attached to nouns which indicate the name of a nation and forms nouns indicating the territory (mostly a country) inhabited by that nation. For example:

Japan	ياپونىيە	Turkey	تۈركىيە
Germany	گېرمانىيە	Bulgaria	بۇلغارىيە
Russia	روسىيە	Nigeria	نىگېرىيە
Indonesia	ھىندونېزىيە		

◊ — ئىستان ـ

This suffix has been assimilated from Persian and is mostly attached to nouns indicating the name of a nation. It forms nouns which indicate the territory (mostly a country) inhabited by that nation. Sometimes it is attached to other individual nouns and forms nouns indicating a place where there are many of the objects expressed by that noun. For example:

Afghanistan	ئافغانىستان	India	ھىندىستان
Arabia	ئەرەبىستان	Uzbekistan	ئۆزبېكستان
Kazakhstan	قازاقستان	flower bed or garden	گۈلستان
graveyard	قەبرىستان		

◊ — ۋاز (ـباز) ـ

This suffix has been assimilated from Persian and, when attached to certain nouns, it forms nouns which indicate a person who plays, rears, or is excessively devoted to the object expressed by that noun. For example:

gambler	قىمارۋاز
pigeon fancier, pigeon raiser	كەپتەرۋاز
fan, -lover	ئىشقۋاز
bureaucrat, person concerned with producing paperwork	قەغەزۋاز
lover of card playing	قارتىۋاز
one who bases his life on what he reads rather than on reality	كىتابباز

◊ — خور ـ

This suffix has been assimilated from Persian and, when attached to certain nouns, it forms nouns which indicate a person who eats and drinks, or eats and drinks to excess. For example:

cannibal, man-eater [adj. cannibalistic, cruel]	ئادەمخور
vampire, murderer [adj. bloodthirsty]	قانخور
one who accepts bribes	پارەخور
loan shark, money lender	جازانخور
tea addict چایخور	beer drinker/beer swiller پیۆخور

◊ — کار ـ

This suffix has been assimilated from Persian and, when attached to certain nouns, it forms nouns which indicate the professional expert who works towards producing the object expressed by that noun. For example:

architect, construction worker	بناکار
artist سەنئەتکار	cotton grower پاختکار

When added to certain nouns, it forms nouns which indicate one who assumes the object expressed by that noun. For example:

employee, servant	خزمەتکار
one who has committed a mistake	ئەیبکار
criminal, guilty person, sinner	گوناهکار
criminal, guilty person	جنایەتکار
defendant; person in charge, person responsible for	جاوابکار

When attached to certain nouns, it forms nouns which indicate the possessor of the object expressed by that noun. For example:

buff, devotee, fan هەوەسکار	demanding person تەلەپکار

◊ — دار ـ

This suffix has been assimilated from Persian and is basically attached to nouns which have come from Arabic and Persian. It forms nouns which indicate the person who (or that which) possesses the object expressed by that noun. For example:

official, person responsible for	ئەمەلدار
landlord, land owner	زەمیندار
property owner, proprietor	مولوکدار
animal, living being or creature	جاندار
man of wealth	پولدار
herd owner	چاروەدار
flag carrier, standard bearer	بایراقدار

◊ — پەز ـ

This suffix has been assimilated from Persian and, attached to nouns which mostly indicate the name of foodstuffs, it forms nouns which indicate the person who cooks that food (who does that job as a profession). For example:

chef, cook	ئاشپەز
one who makes (and/or sells) samsa [a baked meat pie]	سامسپەز
one who cooks (and/or sells) offal	زاسوپیپەز

◊ — گەر// ـ کەر ـ

This suffix has been assimilated from Persian and, when attached to certain nouns which have come from Arabic or Persian, it forms nouns which indicate the person whose profession is to produce something from, or who engages in, the object expressed by that noun. For example:

businessman, merchant	سودگەر	coppersmith	مسکەر
goldsmith, jeweller	زەرگەر	plaintiff, prosecutor	دەواگەر
gossip, telltale, rumour-monger			ئیغواگەر

◊ — کەش ـ

This suffix has been assimilated from Persian and, when attached to certain nouns, forms nouns which indicate someone who is engaged in an activity connected with, or who bears, the object expressed by that noun. For example:

cart driver, carter	هارونکەش

carter, one who keeps carts, horses, etc. for hire	كىراكەش
profiteer, usurer	ھايانكەش
sedan bearer (or maker)	تەختىراۋانكەش
sufferer	جاپاكەش
labourer, toiler; sufferer	مېھنەتكەش

◊ — (ـبەن)//ـۋەن

This suffix has been assimilated from Persian and, when attached to specific nouns which have come from Arabic or Persian, it forms nouns which indicate <u>someone who looks after, or manages, the object expressed by that noun</u>. For example:

innkeeper	سارايۋەن	doorkeeper	دەرۋازىۋەن
gardener	باغۋەن		

◊ — ـپۇرۇش

This suffix has been assimilated from Persian and, when attached to specific nouns, it forms nouns which indicate <u>someone who sells the object expressed by that noun</u>. For example:

drug seller, chemist	دورىپۇرۇش	tea dealer	چايپۇرۇش
book seller	كىتابپۇرۇش		

◊ — ـخان

This suffix has been assimilated from Persian and, when attached to specific nouns indicating objects which are read, it forms nouns which indicate <u>someone who is a reader of that object</u>. For example:

reader	كىتابخان	reader of prayers	دۇئاخان

◊ — ـگاھ

This suffix has been assimilated from Persian and, when attached to specific nouns, it forms nouns which indicate <u>the place of the activity connected to the object expressed by that noun</u>. For example:

place of rest, resting place	ئارامگاھ
battlefield	جەڭگاھ

place for sightseeing, playground, tourist spot	سەيلگاھ
palace; God's palace; one's presence	دەرگاھ

◊ — ـھەم

This affix has been assimilated from Persian and, when prefixed to specific nouns, it forms nouns which indicate <u>a person who is a sharer in the whole of the object expressed by that noun</u>. e.g.:

interlocutor	ھەمسۆھبەت	fellow sufferer	ھەمدەرد
fellow diner, dining partner		ھەمتاۋاق	

◊ — ـتۇرۇق//ـدۇرۇك//ـدۇرۇق

When attached to specific nouns, this suffix forms nouns which indicate <u>an article related to the object expressed by that noun</u>. e.g.:

bridle, bit	ئېغىزدۇرۇق
girth (for holding saddle in place)	كەمەلدۇرۇك
horse or ox yoke; fetters, shackles (literal & figurative)	بويۇنتۇرۇق

◊ — ـدارچىلىق

This suffix has been produced by the combination of the three suffixes 'ـدار', 'ـچى' and 'ـلىق', and forms specific nouns which indicate <u>[the state of] a person in a certain relationship</u>. For example:

neighbourliness	قوشنىدارچىلىق
guesthood, being a guest	مېھماندارچىلىق
friendship, friendly relations	ئاغىنىدارچىلىق
caretaking, supervision, parental support or care	ئاتىدارچىلىق

◊ — ـگەرچىلىك

This suffix has been produced by the combination of the three suffixes 'ـگەر', 'ـچى' and 'ـلىق' and, when attached to specific nouns indicating persons, it forms nouns which indicate <u>a characteristic specific to that person</u>. For example:

humaneness, humanity, humanitarianism	ئادەمگەرچىلىك
elegance, gentility, refinement	سىپايىگەرچىلىك

◊ — ـ ئىزم

This suffix has come into the language from, or via, Russian, together with words from the international scene. Words formed by means of this suffix indicate a belief, way, principle, etc., related to the person or object expressed by the original noun. For example:

Marxism	ماركسىزم	Leninism	لېنىنىزم
materialism	ماتېرىيالىزم	realism	رېئالىزم
democracy	دېموكراتىزم		

◊ — ـ چاق// ـ چەك// ـ چۇق// ـ چۈك

When attached to specific nouns, this suffix forms nouns which indicate the smallness of the object expressed by that noun, or a small thing related to that object. For example:

small foal	تايچاق	pond, pool	كۆلچەك
small bag or wallet	قاپچۇق	fish bait	يەمچۈك

Affixes which Derive Nouns from Adjectives and Numerals

(سۈپەت ۋە ساندىن ئىسىم ياسىغۇچىلار)

◊ — ـ لىق// ـ لىك// ـ لۇق// ـ لۈك

This is one of the most productive suffixes in the Uyghur language and, when attached to adjectives, forms nouns which indicate the name of the quality expressed by that adjective. For example:

ardour, enthusiasm, fervour	قىزغىنلىق
loftiness, nobility, sublimity	يۇكسەكلىك
bravery, heroism	باتۇرلۇق
sensitivity	سەزگۈرلۈك

Sometimes, when attached to ordinal numerals, it forms nouns which indicate the name of a rank. For example:

a first, first place	بىرىنچىلىك
second place, runner-up position	ئىككىنچىلىك

fourth place	تۆتىنچىلىك
sixth place	ئالتىنچىلىك

◊ — ـ چىلىق// ـ چىلىك

This suffix has been produced by the combination of the suffixes 'ـ چى' and 'ـ لىق// ـ لىك' and when attached to certain adjectives it indicates the quality and the characterized state, situation or universality expressed by that adjective. For example:

aridity, dryness	قۇرغاقچىلىق
dampness, humidity, moisture	ھۆلچىلىك
confusion, disorder, disturbance	مالىمانچىلىق
busyness	ئالدىراشچىلىق
inactivity, idleness, indolence, laziness, slothfulness; unemployment	بىكارچىلىق
defect, shortcoming	كەمچىلىك
homeless existence, wandering life	مۇساپىرچىلىق
everybody, majority	كۆپچىلىك
minority	ئازچىلىق

Affixes which Derive Nouns from Verbs

(پېئىلدىن ئىسىم ياسىغۇچىلار)

◊ — (ـ كە// ـ گە// ـ قا// ـ غا) ـ كۈ// ـ گۈ// ـ قۇ// ـ غۇ

This suffix is homomorphous with a suffix that marks the verbal noun (gerund) and, in fact, has been divided off from that suffix. When attached to the verb stem, this suffix forms nouns which indicate the means of the action expressed by that verb. For example:

planting, sowing (e.g. spring planting)	تېرىلغۇ (م: ئەتىيازلىق تېرىلغۇ)
temporary shelter for herders and shepherds	ئوتالغۇ
instigation; yeast	ئېچىتقۇ
opening; opener (metal implement used to force open a locked drawer)	ئاچقۇ (تارتما ئاچقۇ

scent, smell; feeling, perception, sense	سەزگۈ		
safety pin; hook, knob	ئىلغا	safety pin; hook, knob	ئىلغۇ
catapult	سالغا	handle, knob; grip	تۇتقا
laxative, purgative	سۈرگە	broom	سۈپۈرگە
smile, laughter	كۈلكە		

◊ — ـغۇچى//ـقۇچى//ـ گۈچى//ـ كۈچى

This suffix is homomorphous with the agentive gerundal suffix of the verb and, in fact, has been divided off from that suffix. When attached to the verb stem, this suffix forms nouns which indicate <u>someone who (or something which) is engaged in the action expressed by that verb</u>. For example:

student	ئوقۇغۇچى	teacher	ئوقۇتقۇچى
writer	يازغۇچى	aviator, pilot	ئۇچقۇچى
waiter	كۈتكۈچى	grammatical object	تولدۇرغۇچى
qualifier	ئېنىقلىغۇچى	oppressor	ئەزگۈچى

◊ — ـش//ـىش//ـۇش//ـۈش

This suffix is homomorphous with the gerundal suffix of the same form and, in fact has been divided off from that suffix. When attached to the verb stem, suffixes of this type form nouns which indicate <u>the name of the action expressed by that verb</u>. For example:

cognition, knowledge, understanding	بىلىش
study	ئۆگىنىش
output, production	ئىشلەپچىقىرىش
broadcast	ئاڭلىتىش
cognition, recognition, knowledge, understanding	تونۇش

◊ — ـماق//ـمەك

This suffix is homomorphous with the gerundal suffix of the same form and, in fact, has been divided off from that suffix. When attached to the stem of certain verbs, it forms nouns which indicate <u>the result, or the means, of the action expressed by that verb</u>. e.g.:

food and drink	يېمەك ـ ئىچمەك	thin deep-fried cake	قۇيماق
conundrum, riddle	تېپىشماق	bolt; hook	ئىلمەك
cigarette lighter; lightning	چاقماق		

◊ — ـغۇچ//ـقۇچ//ـ گۇچ//ـ كۇچ

When attached to the stem of certain verbs, this suffix forms nouns which indicate <u>the means of the action expressed by that verb</u>. For example:

ruler, straight edge	سىزغۇچ	hoe	ئوتىغۇچ
index, key	ئاچقۇچ	grip, handle, knob	تۇتقۇچ
index, pointer, quota, report card, sign, signal, target			كۆرسەتكۈچ
blackboard eraser, rubber (US eraser); [light] switch			ئۆچۈرگۈچ

◊ — ـما//ـمە

When attached to the stem of certain verbs, this suffix forms nouns which indicate <u>the result, or the means, of the action expressed by that verb</u>. For example:

draft, manuscript	قولىيازما	exercises	كۆنۈكمە
building, construction	قۇرۇلما	print	باسما
compound	بىرىكمە	curds, skimmed milk	سۈزمە
memoirs, recollection(s)			ئەسلىمە
association, society, union			ئۇيۇشما
procedure, provision, rule, stipulation			بەلگىلىمە
directions, directive, instructions, order			كۆرسەتمە

◊ — ـم//ـىم//ـۇم//ـۈم

When attached to the stem of certain verbs, this suffix forms nouns which indicate <u>the result of the action expressed by that verb</u>. e.g.:

income, revenue	كىرىم
debit, expense, expenditure, outgoings	چىقىم
clothes, clothing, item of clothing	كىيىم
chapter; part, volume; bureau, department, division, office, section	بۆلۈم

effect, productivity, result	ئۇنۇم	current, trend	ئېقىم
election, vote	سايلام	knowledge, learning	بىلىم
death	ئۆلۈم	tranquillity	تىنىم

◊ — ـغىن//ـقىن (ـقۇن)//ـگۈن//ـكۈن

When attached to the stem of certain verbs, this suffix forms nouns which indicate the result of the action expressed by that verb. e.g.:

wildfire, prairie fire	يانغىن	deluge, flood, overflow	تاشقىن
capture	تۇتقۇن	flood	كەلكۈن
deportation, exile	سۈرگۈن	obstacle	توسقۇن
escapee, fugitive, runaway			قاچقۇن
mercenary, renegade, traitor, turncoat			ساتقىن
spark, sparkle; swelling, tumour			ئۇچقۇن

◊ — ـق//ـك//ـاق//ـەك//ـۇق//ـۈك

When attached to the stem of certain verbs, this suffix forms nouns which indicate the result, means, or place of the action expressed by that verb. For example:

mercenary, renegade, traitor, turncoat	ساتقىن
inquiry, interrogation, question	سوراق
mainstay, pillar, prop, support	تىرەك
colour, dye, paint, pigment	بوياق
assignment, errand, homework	تاپشۇرۇق
behaviour, conduct, habit, practice	قىلىق
counting, enumeration	ساناق
command, direction, instruction, order	بۇيرۇق
experiment, test, trial	سىناق
knife	پىچاق
grazing area, meadow, pasture	ئوتلاق
winter pasture or residence of herders in mountainous areas	قىشلاق

◊ — ـن//ـىن//ـۇن

When attached to the stem of specific verbs, this suffix forms

nouns which indicate the result of the action expressed by that verb. For example:

conference, meeting	يىغىن	precipitation, rainfall	يېغىن
mercenary, renegade, traitor, turncoat			ساتقىن
knot, tie; crux, essence, hub; hang-up; node			تۈگۈن
threshing			تېپىن

◊ — ـندى//ـىندى//ـۈندى//ـۇندى

When attached to the stem of certain verbs, this suffix forms nouns which indicate the result of the action expressed by that verb. e.g.:

mercenary, renegade, traitor, turncoat	ساتقىن
collection, compilation, corpus	يىغىندى
excerpt, extract, quotation	ئۈزۈندى
filings, scrapings, shavings	قىرىندى
sawdust, shavings, wood-chips	چېپىندى
sewage, slops	يۇندى
remainder, remnant	سارقىندى

◊ — ـدۇق

When attached to the stem of specific verbs, this suffix forms nouns which indicate the result of the action expressed by that verb. For example:

mercenary, renegade, traitor, turncoat	ساتقىن
dregs, remainder, remains, residue, traces, vestiges	قالدۇق
discarded objects, junk, rubbish, trash	تاشلاندۇق
exhaustion, fatigue, tiredness	ھاردۇق

◊ — ـمىش//ـمۇش//ـمۈش

When attached to the stem of specific verbs, this suffix forms nouns which indicate the result, or object of the action expressed by that verb. For example:

the past	ئۆتمۈش	(bad) behaviour/conduct	قىلمىش
life, livelihood	تۇرمۇش	dried fruit	يېمىش

◊ — ـ غاق//ـ قاق//ـ گەك//ـ كەك

When attached to the stem of specific verbs, this suffix forms nouns which indicate an object possessing a feature inclined towards the action expressed by that verb. For example:

mire, mud, muddiness, slurry			پاتقاق
nettle	چاققاق	cat's tail, willow catkin	توزغاق
sickle, scythe	ئورغاق	hook	ئىلگەك

◊ — ـ نچا//ـ ىنچا//ـ نچە

When attached to the stem of certain verbs, this suffix forms nouns which indicate the means of the action expressed by that verb. e.g.:

cloak, coat	يېپىنچا	woman's shawl	پۇركەنچە
cushion, cotton-padded mattress			سېلىنچا

◊ — ـ مچى

When attached to the stem of specific verbs, this suffix forms nouns indicating the subject of the action expressed by that verb. For example:

mercenary, renegade, traitor, turncoat	ساتقىن
oiler of leather [clothes], oiler of machines, shoe black	مايلامچى
beggar	تىلەمچى
guide, pioneer	باشلامچى

◊ — ـ غۇلۇق//ـ قۇلۇق//ـ گۇلۇك

When attached to the stem of specific verbs, this suffix forms nouns which indicate the abstract object of the action expressed by that verb. For example:

mercenary, renegade, traitor, turncoat	ساتقىن
bitter experience, hard lot, suffering	كۆرگۈلۈك
agony, distress, grief, misery, suffering	تارتقۇلۇق
bad type of behaviour	قىلغۇلۇق

Chapter 4
ADJECTIVES
(سۈپەت)

§1 A Definition of Adjectives
(سۈپەتنىڭ مەنىسى)

Adjectives are a group of words that indicate the quality of an object. Certain adjectives also indicate the quality of an action.[23] The word **'quality'**[24] (بەلگە), as employed here, is a grammatical term which is used in a broad sense and includes:

Colour (تۈس-رەڭ)		white	ئاق
green	يېشىل	red	قىزىل
Appearance/State (تۇرق-ھالەت)		high	ئېگىز
flourishing, prosperous, thriving	ئاۋات	hot	ئىسسىق
ruthless, terrifying	دەھشەتلىك	wide	كەڭ
Taste and Smell (تەم-پۇراق)		bitter, sour	ئاچچىق
salty	تۇزلۇق	fragrant	خۇش بۇي
Quality[25] (سۈپەت-ساپا)		good	ياخشى
durable, enduring; long-suffering	چىداملىق	firm, tight, secure	چىڭ
Character/Nature (خاراكتېر)		honest, upright	توغرا
derogatory, negative, opposing	سەلبىي	revolutionary	ئىنقىلابىي

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[23] In Uyghur many adjectives can also be used as adverbial modifiers.

[24] The 'quality' referred to by this term relates to a distinctive attribute or characteristic.

[25] The term 'quality' as used here implies the standard of something as measured against other things of a similar kind.

Physiological Characteristics (فىزىئولوگىيىلىك ئالاھىدىلىك)

healthy	ساغلام	fat	سېمىز
hunchbacked	دوك	big-boned	تەمبەل

Mental/Spiritual Characteristics (مەنىۋى ئالاھىدىلىك)

introverted	يۆۋاش	brave	باتۇر
base, contemptible	پەسكەش	noble	ئالىيجاناب
false, untrue	يالغان		

All Kinds of Relationship Characteristics

(ھەرخىل مۇناسىۋەت ئالاھىدىلىكلىرى)

far, distant	يىراق	fond	ئامراق
contemporary, present	زامانىۋى	ancient, old	قەدىمكى
essential, necessary	كېرەك	existent	بار
inner, internal	ئىچكى		

§2 Gradable and Non-gradable Adjectives

(دەرىجىلىك ۋە دەرىجىسىز سۈپەتلەر)

Uyghur Adjectives are divided into two types, according to meaning and grammatical characteristics:

a) Gradable Adjectives (Adjectives of Degree) (دەرىجىلىك سۈپەت)

b) Non-gradable Adjectives (Adjectives Without Degree) (دەرىجىسىز سۈپەت)

a) Some adjectives which possess the characteristic of relativity, with respect to meaning, are able to strengthen or weaken it by morphological or syntactical means. For example, if we take the adjective 'ئېگىز', it indicates just one kind of relative quality, but if we put it into the 'ئېپئېگىز' form, or place such words as 'ئىنتايىن', 'ناھايىتى' or 'تولىمۇ' in front of it, its meaning strengthens; or, if we put it into the 'ئېگىزرەك' form, or place such words as 'سەل' or 'بىرئاز' in front of it, its meaning weakens. Adjectives of this kind, which possess the characteristic of relativity with respect to meaning, we call **Gradable Adjectives (Adjectives of Degree)**. The following adjectives are all **Gradable Adjectives**:

red	قىزىل	white	ئاق
beautiful, pretty	چىرايلىق	blue, green	كۆك
wide	كەڭ	narrow	تار
flourishing, prosperous	ئاۋات	hot	ئىسسىق
bitter, sour, hot (spicy)	ئاچچىق	stinking, rotten	سېسىق
durable; long-suffering	چىداملىق	good	ياخشى
healthy	ساغلام	fat	سېمىز
languid, listless	ئېزىلەڭگۇ	brave	باتۇر
far, distant, remote	يىراق	false, hypocritical	ساختا
fond, well disposed	ئامراق		

b) Some adjectives possess the characteristic of absoluteness (مۇتلەقلىق) **with respect to meaning and it is impossible for them to strengthen or weaken their meaning by any means whatever.** For example, if we take the adjective 'تۈيۇق' (closed/shut; hopeless), from the phrase 'تۈيۇق يول' (a dead end/the end of one's tether), it indicates one kind of absolute quality; it is impossible to either strengthen or weaken it. **Adjectives of this kind, which possess the characteristic of absoluteness of meaning, we call Non-gradable Adjectives (Adjectives without degree).** The following adjectives are all **Non-gradable Adjectives.**

male	ئەركەك	female	چىشى
broken, cut, split	سۇنۇق	economic	ئىقتىسادىي
derogatory, negative	سەلبىي	socialistic	سوتسىيالىستىك
acceptable, positive	ئىجابىي	religious	دىنىي
morphological	مورفولوگىيىلىك	grammatical	گرامماتىك

This difference in the meaning of adjectives is the reason for the difference in their grammatical characteristics.

In almost all Uyghur grammar books, adjectives are divided into two types:

Positive [Original] Adjectives (ئەسلىي سۈپەت)

Relative Adjectives (نىسپىي سۈپەت)

Primary Adjectives (تۇپ سۈپەتلەر) are placed in the Positive Adjective type, but **Derived Adjectives** (ياسالما سۈپەتلەر) are placed in the Relative Adjective type. We do not find this method of classification appropriate because, firstly, other than showing special features of the structure of adjectives, this method of classification is unable to give help in understanding the grammatical characteristics of adjectives; secondly, there is absolutely no basis for calling derived adjectives 'relative adjectives' and, in many cases, this title even deviates from the semantic characteristics of the adjectives which are put into that class, since the majority of derived adjectives possess the characteristic of semantic absoluteness (see the above examples).

§3 The Category of Adjectival Degree
(سۈپەتنىڭ دەرىجە كاتېگورىيىسى)

Adjectives of Degree/Gradable Adjectives produce the **Degree Category** by means of inflection. **The Degree Category of adjectives is the grammatical category which indicates the difference in degree of the quality expressed by an adjective or the speaker's subjective feeling about that quality**. The degree category of adjectives is divided into four types:

1) Positive (Original) Degree	ئەسلىي دەرىجە
2) Decreasing Degree	كېمەيتمە دەرىجە
3) Emphatic Degree	ئاشۇرما دەرىجە
4) Endearing Degree	ئەركىلەتمە دەرىجە

However, these types of degree category cannot just be consistently alternated in all gradable adjectives. Some gradable adjectives can belong to all four of these types , whereas others can only belong to two or three.

1) The Positive (Original) Degree (ئەسلىي دەرىجە)

The original form of Gradable Adjectives represents the Positive Degree of adjectives. The Positive Degree of the adjective indicates the normal degree of the quality expressed by the adjective. e.g.:

ئۇ خۇشخۇي، تېتىك ھەم چىقىشقاق يىگىت.

He is a cheerful, energetic and amiable young man.

بىز ئۇچتە **ياخشى** ئوقۇغۇچىلارنى سايلىدۇق.

We elected students who are good in all three areas (i.e. morals, intelligence and physical prowess)

2) The Decreasing Degree (كېمەيتمە دەرىجە)

The Decreasing Degree form of the adjective is formed by attaching the suffix '-راق//-رەك' to the stem of the adjective. For example:

long — rather long, longish	ئۇزۇن — ئۇزۇنراق
small — somewhat small, smallish	كىچىك — كىچىكرەك

The Decreasing Degree form of the adjective indicates a slight weakening of the degree of the quality expressed by that adjective as compared to the positive degree. For example:

ئېگىز بوي، **ئورۇقراق** بىر يىگىت كىرىپ كەلدى.

A tall, rather thin young man came in.

These shoes are a bit small for me. بۇ ئاياغ ماڭا **كىچىكرەك**.

ئۇ خەنزۇچىنى مەندىن **ياخشىراق** سۆزلەيدۇ.

He speaks Chinese somewhat better than I do.

Sometimes the Decreasing Degree form of the adjective is not used to weaken the degree of the quality, but simply to soften the tone of what is said. For example:

بۇ ئۆي بەك كىچىك ئىكەن، **چوڭراق** ئۆي يوقمۇ؟

This house is very small. Isn't there one a bit bigger?

Please could you give me a little more help. ماڭا **كۆپرەك** ياردەم قىلىڭ.

In Uyghur grammar books this type of adjectival form is called the Comparative Degree (سېلىشتۇرما دەرىجە) and is explained as being used in comparison. In our view, it is not appropriate to name and explain this form of the adjective in this way, because this is not a form that is used specifically in comparison. In Uyghur, the **Comparative Degree** of adjectives is not expressed by morphological means, but by

syntactical means and not only adjectives which have the '-راق//-' رەك' suffix attached to them, but positive degree adjectives also, join this group. For example:

harder than stone	تاشتىن قاتتىق
as hard as stone	تاشتەك قاتتىق
slightly taller than him	ئۇنىڭدىن ئېگىزرەك
taller than him	ئۇنىڭدىن ئېگىز

We therefore consider it appropriate to call this form of the adjective the **Decreasing Degree** form, according to the meaning which it expresses.

3) The Emphatic Degree (ئاشۇرما دەرىجە)

The Emphatic Degree form of the adjective is expressed by first of all pronouncing the first syllable with the sound 'p//پ' added to its constituent vowel, and then the whole adjective. For example:

red — bright red — قىزىل — **قىپقىزىل**

سۈزۈك — **سۈپسۈزۈك**

clear, transparent — really clear, totally transparent

quiet, still — completely silent, stock-still — تىنچ — **تىپتىنچ**

same — exactly the same, identical — باراۋەر — **باپباراۋەر**

Compared to the Positive Degree of the quality expressed by the adjective, the Emphatic Degree of the adjective indicates an even greater intensity. For example:

جۇڭخۇا خەلق جۇمھۇرىيىتىدىكى ھەممە مىللەت ھوقۇقتا **باپباراۋەر**.

All nations in the Chinese People's Republic have identical rights.

شۇنىڭدىن ئېتىبارەن **يېڭىچە** بىر دەۋر باشلاندى.

Since then a completely new era has begun.

ھاۋا ئوچۇق، ساينىڭ ئىچى **تىپتىنچ** ئىدى.

The weather was clear and it was absolutely still in the creek.

Often the Emphatic Degree of the adjective does not express the real degree of the quality expressed by the adjective, but the speaker's feeling. For example:

تاغ ئۈستىدە **ئاپئاق** قار، تاغ قاپتاللىرىدا **ياپيېشىل** قارىغاي، تۆۋەندە بولسا **كۆپكۆك** مۇز. (قەييۇم تۇردى)

On the mountain top — pure white snow, on the mountain slopes— deep green pines, and below — clear blue ice. (Kayyum Turdi)

بۇنداق **قاپقاراڭغۇ** ئۆيدە گېزىت ئوقۇغلى بولامدۇ؟

Is it possible to read the newspaper in such a pitch-dark room?

The Emphatic Degree of the adjective is not as productive as the Decreasing Degree of the adjective. Adjectives which go into this form are basically limited to those which indicate colour or outward appearance.

In some Uyghur grammar books, compounds in which adverbs such as 'خويما' and 'ئىنتايىن', 'زەپ', 'غايەت', 'ناھايىتى', 'تېخىمۇ', 'ئەڭ' are added in front of the adjective are also included in the ranks of the Emphatic Degree of the adjective. In our opinion it is inappropriate to do this, because the adding of Adverbs of Degree, such as the above, in front of adjectives is a normal syntactical occurrence, and it is not acceptable to include them in the ranks of morphological forms of the adjective.

4) The Endearing Degree (ئەركىلەتمە دەرىجە)

The Endearing Degree of the adjective is formed by attaching the suffix '-غىنا//-قىنا//-گىنە//-كىنە' to the adjectival stem. For example:

cool — delightfully cool — سالقىن — **سالقىنغىنا**

cute, lovely — adorable, lovely, winsome — ئوماق — **ئوماققىنا**

good, decent, respectable — fine, nice, splendid — تۈزۈك — **تۈزۈككىنە**

clever, skilful — good at a lot of things — ئەپچىل — **ئەپچىلگىنە**

The Endearing Degree of the adjective indicates that the speaker is indicating the quality expressed by that adjective with a feeling of fondness, or intensification. In other words, the endearing degree of the adjective is entirely related to the speaker's feeling. e.g.:

تامغا يولۇاس سۈرىتى چۈشۈرۈلگەن **چاققانغىنا** رەڭلىك خوتەن گىلىمى تارتىلغانىدى. (قەييۇم تۇردى)

A lovely little colourful Hotan carpet, with a portrait of a tiger

printed on it, had been hung on the wall. (Kˌäyyum Turdi)

ـــ ياق، ـــ دېدى ئاتا **پېقىملىققىنا** كۆلۈمسىرەپ ـــ مېنىڭ قورسىقىمغا بىر
'No,' said father, smiling winsomely, (قەيۇم تۇردى). ئوي كىرىۋالدى.
'a thought has just come into my mind.' (Kˌäyyum Turdi)

ـــ ياق، بۇ **كىچىككىنە** سۇ ئامبىرى بىلەنمۇ ھېچ ئىش پۈتمەيدۇ. (ق. تۇردى)
No, even with this little reservoir, nothing has been completed.

پەقەت ئۆزۈم قىلىشقا تېگىشلىك **ئازغىنا** ئىشنىلا قىلالىدىم.
I was only able to do the few little things that needed to be done.

The Endearing Degree of the adjective is one of the most unproductive among the degree forms of the adjective and only a few adjectives go into this form.

§4 The Repeated Form of the Adjective

(سۈپەتنىڭ تەكرارلانما شەكلى)

In Uyghur, quite a large number of Gradable Adjectives can occur in the Repeated Form. For example:

many little	كىچىك ـ كىچىك	many long	ئۇزۇن ـ ئۇزۇن
clear and distinct	ئېنىق ـ ئېنىق	many high	ئېگىز ـ ئېگىز

The Repeated Form of the adjective generally indicates an emphasis on the fact that the quality expressed by that adjective is unique to each of a large number of things of the same type. Sometimes it indicates that the action possessing the quality expressed by that adjective is repeated many times.[26] For example:

ئەزالار پىلانىنى ئەمەلگە ئاشۇرۇشنىڭ **يېڭى ـ يېڭى** چارە ـ تەدبىرلىرى
The members are considering (قەيۇم تۇردى). ئۈستىدە ئويلىنىۋاتىدۇ.
many new methods of implementing the plan. (Kˌäyyum Turdi)

يولنىڭ ئىككى قاسىنقىدا ... **سالا ـ سالا** ئېتىزلار كۆزگە تاشلىنىپ تۇراتتى.
On either side of the road ... many long, (قەيۇم تۇردى)
narrow fields kept greeting the eye. (Kˌäyyum Turdi)

Your ئاشقازىنىڭىز ئاجىز، **يەڭگىل ـ يەڭگىل** تاماقلارنى يېسىڭىز بولىدۇ.
stomach is weak; you need to eat many easily digestible foods.

[26] In English this would be counted as an adverbial, rather than an adjectival, usage.

سۈرەت ياخشى تارتىلىپتۇ، ھەممە ئادەم **ئېنىق ـ ئېنىق**.
The picture was well taken; everyone is really distinct.

ئۇ **ئىتتىك ـ ئىتتىك** قەدەم تاشلاپ ئۆزىنى كۈتۈپ تۇرغانلار تەرەپكە كەتتى.
Taking rapid steps, he went towards those who were waiting.

§5 Nominalization of the Adjective

(سۈپەتنىڭ ئىسىملىشىشى)

In Uyghur, some adjectives are able to transfer directly into the noun class and serve to express the name of the quality expressed by themselves, or of a certain object which possesses that quality. In such cases, they are declined exactly like nouns and function as nouns in the sentence. For example:

سوغۇق چۈشكىچە ئىشلارنى تۈگىتىۋالالى.
Before the cold comes let's try and finish the jobs.

ئەر ـ ئايال، **ياش ـ قېرى** ھەممىسى قاتناشتى،
ھەر ئىككى تەرەپنىڭ **باتۇرلىرى** مەيدانغا چۈشتى.
Men and women, the young and the old, all joined in,
The heroes from both sides went onto the field.

Some adjectives are always used as plural nouns when they occur with the nominal plural suffix. For example:

the Reds (i.e. Communists, in revolutionary war)	قىزىللار
the Whites (i.e. non-Communists, in revolutionary war)	ئاقلار
ancestors, one's elders, the older generation	كونىلار
ancient peoples, people in the past	قەدىمكىلەر

§6 Pronominalization of the Adjective

(سۈپەتنىڭ ئالماشلىشىشى)

The majority of Gradable Adjectives are pronominalized by combining with the ownership-dependent suffix of the noun and being inflected like nouns. In the sentence they function as nouns. Such adjectives generally indicate one, or some, of the objects which possess the quality expressed by that adjective and have attained a

certain universality. Their concrete meaning (what kind of thing or group of things they indicate) is known from the context or by means of a noun acting as a qualifier in the possessive case. e.g.:

ئۇلار پارتىلارنى سىنىپقا ئېلىپ كىرىپ، **يېڭىلىرىنى** ئالدىغا، **كونىلىرىنى** كەينىگە تىزدى.

They took the desks into the classroom and arranged them, the new ones in front and the old ones behind.

ــ مۇشۇ ئەك **چوڭى**، ــ دېدى مال ساتقۇچى بىر پاي شىبلىتنى ئېلىپ.

'This is the biggest,' said the salesman, taking up a man's shoe.

ئۇ نەرسە تەقسىم قىلسا، ھامان **ناچىرىنى** ئۆزى ئېلىپ، **ياخشىسىنى** باشقىلارغا بېرىدۇ.

If he divides something, he always takes the bad for himself and gives the good to others.

ئاۋۇ شىبلىتلارنىڭ ئەڭ **چوڭىنى** ئېلىپ بېقىڭ.

Try and get the largest of those men's shoes.

§7 The Role of the Adjective in the Sentence

(سۆيەتنىڭ جۈملىدىكى رولى)

Apart from when they act as a predicate in the form of a predicate, or are nominalized or take on the character of a noun and function as a noun, adjectives are generally dependent on the nouns with which they are combined and act as qualifiers. This is the grammatical characteristic which is most natural and most common to adjectives. It is possible for some Gradable Adjectives to be dependent on verbs and act as adverbial modifiers.[27] For example:

good work, good job	**ياخشى** ئىش	dark red	**قېنىق** قىزىل
scarlet flowers	**قىپقىزىل** گۈللەر	largish house	**چوڭراق** ئۆي
religious matter	**دىنىي** مەسىلە	necessary step	**زۆرۈر** تەدبىر
internal problem			**ئىچكى** مەسىلە
tall building			**ئېگىز** ئىمارەت
non-existent matter			**يوق** ئىش
necessary thing (necessity)			**كېرەك** نەرسە

[27] In English only adverbs or adverbial phrases can take on this role, but see footnote 23 (p.105).

to work well	**ياخشى** ئىشلىمەك
to write beautifully	چىرايلىق يازماق

§8 Adjective Dependents

(سۆيەت بېقىندىلىرى)

The circumstances in which adjectives subordinate other words are as follows:

1. Almost all Gradable Adjectives are able to subordinate to themselves, as adverbial modifiers, adverbs of degree and specific adjectives which can indicate degree. For example:

very hot, very funny	**ناھايىتى** قىزىق	strongest	**ئەڭ** كۈچلۈك
extremely moving	**ئىنتايىن** تەسىرلىك	very clear	**كۆپ** ئېنىق
a little low	**بىرئاز** تۆۋەن	light green	**سۇس** يېشىل
deep red	**توق** قىزىل		

2. Almost all Gradable Adjectives are able to subordinate comparative degree adverbial modifiers which indicate the degree of the quality expressed by the adjective in proportion to the same kind of quality in another object. Such adverbial modifiers are expressed by words in the ablative, similitude and equivalence cases, or by nouns, or words functioning as nouns, combined with postpositions such as 'قارىغاندا' (compared [to]). For example:

He is older than Tursun. ئۇ تۇرسۇندىن **چوڭ**.

Where will you find a book better than this ? **بۇنىڭدىن** ياخشى كىتابنى نەدىن تاپسەن؟

Their dormitory is warmer than our dormitory. ئۇلارنىڭ ياتقى **بىزنىڭ ياتاقتىن** ئىسسىق.

This ground is as hard as stone. **تاشتەك** قاتتىق يەر ئىكەن بۇ.

I don't have as many books with me as you (do). مەندە **سېنىڭكىچىلىك** كۆپ كىتاب يوق.

He is slightly shorter than Tursun. ئۇ **تۇرسۇنغا قارىغاندا** سەل پاكار.

3. In many cases, specific adjectives require dative, ablative or locative case nouns, or words functioning as nouns, to act as adverbial modifiers. For example:

Their house is close to the city. ئۇلارنىڭ ئۆيى شەھەرگە يېقىن.
He is fond of films. ئۇ كىنوغا ئامراق.
This is an essential book for us. بۇ بىزگە كېرەك كىتاب
ئۇلارنىڭ زاۋۇتى شەھەردىن يىراق بىر يېزىدا.
Their factory is in a village far from the city.
ئۇ قولىدا بار ماتېرىياللارنىڭ ھەممىسىنى بەردى.
He gave all the materials that he had at hand.

§9 Adjective-formation Affixes
(سۈپەت ياسىغۇچى قوشۇمچىلار)

Affixes which Derive Adjectives from Nouns
(ئىسىمدىن سۈپەت ياسىغۇچىلار)

◊ — ـلىق//ـلىك//ـلۇق//ـلۈك

This is a suffix which is also extremely productive in the formation of adjectives from nouns and is used as follows:

1) *When attached to certain nouns*, it forms adjectives which imply the existence of, or an abundance of, the object expressed by that noun. For example:

armed	قوراللىق	bearded	ساقاللىق
disciplined; orderly, neat	تەرتىپلىك	salted, salty	تۇزلۇق
erudite, knowledgeable, learned			بىلىملىك
juicy; watered, irrigated			سۇلۇق
with children,[28] having (many) children, childhood			باللىق

2) *When attached to certain nouns*, it forms adjectives which indicate a characteristic specific to the object expressed by the noun. e.g.:

proletarian	پرولېتارىياتلىق	grammatical	گراممماتىكلىق
Marxist, relating to Marxism			ماركسىزملىق

[28] باللىق ئۆي بازار، بالىسىز ئۆي مازار. A home with children is (like) a bazaar, a home without children is (like) a tomb.

3) *When attached to nouns indicating time*, it forms adjectives which indicate a characteristic related to the time expressed by that noun. For example:

summer (holiday)	يازلىق (تەتىل)
winter (clothes)	قىشلىق (كىيىم)
midday (nap) [i.e. siesta]	چۈشلۈك (ئۇيقۇ)
morning (meal) [i.e. breakfast]	ئەتىگەنلىك (تاماق)

4) *When attached to certain nouns*, it forms adjectives which express a characteristic giving rise to the object expressed by that noun. For example:

funny (thing)	كۈلكىلىك (ئىش)
sad (news)	قايغۇلۇق (خەۋەر)
moving (novel)	تەسىرلىك (رومان)

5) *When attached to nouns which indicate the name of an administrative district*, it forms adjectives which communicate the notion of, 'at the level of the district expressed by that noun'. For example:

provincial (government)	ئۆلكىلىك (ھۆكۈمەت)
district (party committee)	ۋىلايەتلىك (پارتكوم)
county (court, tribunal)	ناھىيىلىك (سوت)
prefectural (office)	ئوبلاستلىق (ئىدارە)
regional (people's congress)	رايونلۇق (خەلق قۇرۇلتىيى)

6) *When attached to nouns which indicate animals used for riding and certain means of transport*, it forms adjectives indicating a special feature characterized by riding on that animal or in that vehicle. For example:

mounted, (riding) on horseback	ئاتلىق
(riding) on a donkey	ئېشەكلىك
(riding) on a bicycle	ۋېلىسىپىتلىك
(riding) in a car	ماشىنىلىق
(riding) on a cart	ھارۋىلىق

◊ — سىز ـ

This is an extremely productive suffix and *when attached to nouns*, it forms adjectives which imply a lack of, or an extremely small amount of, the object expressed by that noun. For example:

illiterate, uneducated	ساۋاتسىز	unarmed	قورالسىز
dry, without water	سۇسىز	powerless, weak	كۈچسىز
boundless, endless, infinite, limitless			چەكسىز
expressionless, lifeless, spiritless; inanimate			جانسىز
listless, lackadaisical, spiritless, without energy or vigour			روھسىز
disadvantageous, unprofitable, useless			پايدىسىز
childless, without children			بالىسىز

◊ — چان ـ

When attached to certain nouns, this suffix forms words such as the following:

1) *When attached to certain nouns*, it forms adjectives which indicate a characteristic that tends towards an action related to the object expressed by that noun. For example:

diligent, hard-working, tireless			ئەمگەكچان
assiduous, diligent, industrious			ئىشچان
creative, inventive, constructive			ئىجادچان
talkative	سۆزچان	dreamy, pensive	خىيالچان
having a 'cold' nature (in traditional Uyghur medicine)			سوغۇقچان
having a 'hot' nature (ditto)			ئىسسىقچان[29]
docile, obedient, submissive			ئىتائەتچان

2) *When attached to certain nouns indicating the names of clothing*, it forms adjectives implying that that clothing is being worn. e.g.:

in a shirt, in one's shirt sleeves, wearing a shirt (i.e without a coat on top)	كۆڭلەكچان

[29] [Author's footnote] The words 'سوغۇق' and 'ئىسسىق' are here considered to be nominalized adjectives.

wearing a vest/T-shirt (i.e without other clothing on top)	مايكىچان
wearing a sheepskin or fur coat	جۇۋىچان

◊ — چى ـ

Besides being a noun-formation suffix, *when attached to certain nouns* this suffix also forms adjectives which indicate a characteristic that tends towards the object expressed by that noun. For example:

trouble-making, fault-finding	چاتاقچى
joking, jesting; derisive, ridiculing	شاڭخوچى
boastful, bragging	پوچى
adventurous, daring, risk-taking, venturesome	تەۋەككۈلچى

◊ — چىل ـ

***When attached to specific nouns*, this suffix forms adjectives which indicate a character tending towards the object expressed by that noun.** For example:

popular, democratic	خەلقچىل
handy, small and easy to use (thing); dextrous, handy, systematic (person)	ئەپچىل
pro-revolutionary (political term)	ئىنقىلابچىل

◊ — سىمان ـ

***When added to certain nouns*, this suffix forms adjectives which indicate a similarity to the object expressed by that noun.** e.g.:

humanoid (anthropoid ape)	ئادەمسىمان (ئادەمسىمان مايمۇن)
house-like	ئۆيسىمان
seat-like, chair-like	ئورۇندۇقسىمان
donkey-like (i.e. behaving badly in public)	ئېشەكسىمان

◊ — ي// ـ ۋى ـ

This suffix is basically *attached to nouns which have entered the language from Arabic and Persian, and to some from Russian.* It forms adjectives indicating a trait characterized by the object which that noun expresses. For example:

religious	دىنىي	economic	ئىقتىسادىي
customary, traditional	ئەنئەنىۋى	historical	تارىخىي
hypothetical, theoretical	نەزەرىيىۋى	revolutionary	ئىنقىلابىي
party (adj), party-political	پارتىيىۋى	ideological	ئىدىيىۋى

◊ — ـپەرەس

This suffix has been assimilated from Persian and, *when attached to certain nouns*, forms adjectives which indicate the characteristic of pursuing or worshipping the object expressed by that noun e.g.:

seeking fame	ئابرويپەرەس	greedy for money	پۇلپەرەس
power-hungry	ئەمەلپەرەس	clothes-loving	كىيىمپەرەس
idolatrous, idol-worshipping			بۇتپەرەس
Zoroastrian			ئاتەشپەرەس[30]

◊ — ـپەرۋەر

This suffix has been assimilated from Persian and, *when attached to certain nouns*, forms adjectives which indicate the characteristic of loving the object expressed by that noun. For example:

loving the people	خەلقپەرۋەر	humanitarian	ئىنسانپەرۋەر
patriotic, loving one's country			ۋەتەنپەرۋەر
advocating enlightenment, knowledge-loving, promoting education			مەرىپەتپەرۋەر

◊ — بى ـ

This prefix has been assimilated from Persian and is basically *attached to certain nouns which have entered the language from Arabic and Persian.* It forms adjectives which imply the absence of the object expressed by that noun. The meaning of adjectives formed in this way is basically the same as the meaning of adjectives formed with the suffix 'ـسىز'. For example:

[30] [Author's footnote] Some words constructed in this way function as nouns, for example: 'ئاتەشپەرەس' (Fire-worshipper/Zoroastrian), 'ئاپتاپپەرەس' (sunflower).

brazen, impudent, shameless	بىھايا	impatient	بىتاقەت
meaningless, senseless	بىمەنە	involuntary	بىئىختىيار
helpless, pitiable, pitiful, poor			بىچارە
direct, without intermediary			بىۋاستە
discourteous, impolite, rude, uncouth			بىئەدەپ
idle, inactive, indolent, unoccupied; free (time); empty (house, etc.)			بىكار

◊ — ناـ

This prefix has been assimilated from Persian and is basically *attached to certain nouns which have entered the language from Arabic and Persian.* It forms adjectives which imply the absence of the object expressed by that noun. For example:

hopeless, without hope	نائۈمىد
hard-hearted, unjust, without conscience	نائىنساپ
indefinite, uncertain, unlikely	ناتايىن
crippled, disabled, lame, maimed	ناكار

◊ — بەتـ

This prefix has been assimilated from Persian and is basically *attached to the beginning of nouns which have entered the language from Arabic and Persian.* It forms adjectives which indicate the concept of 'bad/of poor quality/vulgar' according to the object expressed by that noun. For example:

tasteless, having a bad taste	بەتتەم
badly-behaved, bad-tempered	بەتخۇي
badly-behaved, impolite	بەتمۇئامىلە
badly-behaved, wicked, naughty (of children)	بەتقىلىق
evil-intentioned, evil-minded, ill-tempered, malicious	بەتنىيەت

Affixes which Derive Adjectives from Verbs

(پېئىلدىن سۈپەت ياسىغۇچىلار)

◊ — ـق//ـك//ـلىق//ـلىك//ـلۇق//ـلۈك

***When attached to the verb stem*, this suffix forms adjectives which indicate the state that has been produced as a result of the action expressed by that verb**. For example:

aching, hurting, painful, sore	ئاغرىق	(ئاغرىماق >)
closed, concealed, covered, hidden, shut	يېپىق	(ياپماق >)
closed, sealed, shut	ئېتىك	(ئەتمەك >)
broken, cut, split	سۇنۇق	(سۇنماق >)
dead; dull; inflexible, rigid	ئۆلۈك	(ئۆلمەك >)
decayed, decomposed, rotten	چىرىك	(چىرىمەك >)
dry; empty, hollow	قۇرۇق	(قۇرۇماق >)
piled up	تىزىق	(تىزماق >)

◊ — ـما//ـمە

***When attached to the stem of certain verbs*, this suffix forms adjectives which indicate a characteristic that has been produced as a result of the action expressed by that verb, or is appropriate to that action**. For example:

wall [lit. hanging] (clock)	ئاسما (سائەت)
folding (bed)	پۈكلىمە (كارىۋات)
raised (house), (house) on stilts	كۆتۈرمە (ئۆي)
transferable (banner)	كۆچمە (لەۋھە)
affected, artificial, false (smile)	ياسما (كۈلكە)

◊ — ـغاق//ـقاق//ـگەك//ـكەك

***When attached to the stem of certain verbs*, this suffix forms adjectives which indicate a characteristic tending towards the action expressed by that verb**. For example:

afraid of the cold, cold-blooded (i.e. feeling the cold), nesh	توڭغاق
always picking a fight, combative, pugnacious	ئۇرۇشقاق

wetting the bed, who wets the bed (of a child)	سىيگەك
slippery (e.g. of a road)	تېيىلغاق
amiable, congenial, outgoing	چىقىشقاق
meddlesome	چېپىلغاق
sticky; nagging, pestering	يېپىشقاق
smiling, cheerful	كۈلگەك
kicking, having a tendency to kick (of animals & children)	تەپكەك

◊ — ـچاق//ـچەك//ـچۇق

***When attached to the stem of certain verbs in the reflexive voice*, this suffix forms adjectives indicating a characteristic that tends towards the action expressed by that verb**. For example:

boastful, proud	ماختانچاق
indolent, lazy, slothful	ئېرىنچەك
mean, narrow-minded, niggardly, stingy; jealous	قىزغانچۇق
liking to dress oneself up	ياسانچۇق

◊ — ـڭغۇ//ـڭگۇ//ـاڭغۇ//ـەڭگۇ

***When attached to the stem of certain verbs*, this suffix forms adjectives indicating a characteristic that tends towards the action expressed by that verb**. For example:

often crying, tearful, whining, whingeing (a term used of children)	يىغلاڭغۇ
scattered; careless, disorderly, sloppy	چېچىلاڭغۇ
enthusiastic, vigorous (of mood or feeling)	كۆتۈرەڭگۇ
languid, listless	ئېزىلەڭگۇ

◊ — ـغۇر//ـقۇر//ـگۇر//ـكۇر

***When attached to the stem of specific verbs*, this suffix forms adjectives indicating a characteristic which tends towards the action expressed by that verb**. For example:

reserved, reticent, taciturn	جىمغۇر
fast, flying, quick, speedy	ئۇچقۇر

acute, incisive, keen, sharp, smart, trenchant	ئۆتكۈر
sensitive (of people); with a keen sense of smell (of animals)	سەزگۈر

◊ — ـلىق//ـلىك//ـلۇق//ـلۈك

When attached to the stem of certain verbal nouns ending in **'ش', this suffix forms adjectives indicating a characteristic applicable to, or related to, the action expressed by that verb**. For example:

delicious, good to eat, tasty (food)	يېيىشلىك (تاماق)
easy to ride, easily ridden (horse)	مىنىشلىك (ئات)
comprehensible, intelligible obvious (matter)	چۈشىنىشلىك (مەسىلە)
residential	ئولتۇرۇشلۇق
living, resident, situated, stationed (in)	تۇرۇشلۇق

Furthermore, *when attached to the stem of certain participles (verbal adjectives) ending in* **'ـ ئار//ـ ئەر', this suffix forms adjectives that indicate a characteristic which gives rise to the action expressed by that verb**. For example:

ample, sufficient	يېتەرلىك
satisfactory, satisfying	قانائەتلىنەرلىك
making happy, pleasing	خۇشاللىنارلىق
miserable, tragic	ئېچىنارلىق

◊ — ـغىن//ـقىن//ـگىن//ـكىن//ـغۇن//ـقۇن//ـگۇن//ـكۇن

When attached to the stem of specific verbs, **this suffix forms adjectives which indicate a characteristic that has carried out, or will carry out, the action expressed by that verb**. For example:

firm, incisive, resolute, sharp	كەسكىن	arrested	تۇتقۇن
ardent, fervent	قىزغىن	flowing	ئېقىن
downcast, low	چۈشكۈن	exiled	سۈرگۈن
fixed, motionless, stable, static, unchanging			تۇرغۇن

Affixes which Derive Adjectives from Adverbs

(رەۋىشتىن سۈپەت ياسىغۇچىلار)

◊ — ـقى//ـكى

When attached to adverbs of time or adverbs that point out relative position, **this suffix forms adjectives which imply the time or position expressed by that adverb**. For example:

inner (room)	ئىچكىرىكى (ئۆي)	previous	ئاۋۋالقى
later, next, subsequent	كېيىنكى	today's	بۈگۈنكى
evening (meal)	كەچكى (تاماق)	last year's	بۈلتۈرقى
contemporary, present	ھازىرقى	earlier, former	بۇرۇنقى
nearby, nearer, nearest, over here [used by old people and villagers]		بېرىقى (= يېقىنقى)	
far (off), further, over there [used by old people and villagers]		نېرىقى (= يىراقتىكى)	

Affixes which Derive Adjectives from Numeral-Measure Word Phrases

(سان ـ مىقدار بىرىكمىسىدىن سۈپەت ياسىغۇچىلار)

◊ — ـلىق//ـلىك//ـلۇق//ـلۈك

When attached to the end of numeral-measure word phrases, **this suffix forms adjectives which indicate a characteristic related to that number or measure word**. For example:

a four ton (truck, machine)	تۆت توننىلىق (ماشىنا)
a one kilogramme (jar)	بىر كىلوگراملىق (بوتۇلكا)
a five mu field (1 mu = 6.67 are = 667 sq. metres)	بەش مولۇق (ئېتىز)
a three month assignment	ئۈچ ئايلىق (ۋەزىپە)
a ten day journey (lit. distance)	ئون كۈنلۈك (مۇسابە)
fifty households, families	ئەللىك ئۆيلۈك (ئادەم)
[This village has fifty households.	[بۇ كەنتتە ئەللىك ئۆيلۈك ئادەم بار.

Affixes which Derive Adjectives from Adjectives

(سۈپەتتىن سۈپەت ياسىغۇچىلار)

◊ — ـدىش//ـۇچ//ـۈش

***When attached to specific adjectives that denote colour*, this suffix forms adjectives which indicate a paler [or less true] colour compared to that colour**. For example:

bluish, light blue, light green	كۆكۈش	reddish	قىزغۇچ
pale yellow, yellowish	سارغۇچ	off-white	ئېقىش

◊ — ـنا

This prefix forms adjectives that indicate the negation of specific adjectives assimilated from Arabic and Persian. For example:

incorrect	ناتوغرا	inappropriate	نامۇۋاپىق
amateur, inexperienced	نائۇستا	unknown	نامەلۇم

Chapter 5
NUMERALS

(سان)

§1 A Definition of Numerals

(سانلىق مەنىسى)

Numerals[31] are the group of words which indicate the sum or sequence of objects, or their numeric symbol. Numerals serve as the answer to the questions:

how many?	نەچچە [سائىتىڭىز نەچچە بولدى؟]
[What time do you have?, What time does your watch say?	
how many?, how much?	نەچچىلىك
which number?	نەچچىنچى [سىز نەچچىنچى سىنىپتا؟]
[Which class are you in?]	
how many?	قانچە [ئۇلارنىڭ قانچىسى مۇئەللىم؟]
[How many of them are teachers?]	
how many?, how much?	قانچىلىك

For example:

one (1)	بىر	a thousand (1000)	مىڭ
five (5)	بەش	a quarter (1/4)	تۆتتىن بىر
eight (8)	سەككىز	a thousandth (1/1000)	مىڭدىن بىر
eleven (11)	ئون بىر	around 100	يۈزچە
twenty (20)	يىگىرمە	several thousand	نەچچە مىڭ
eighty two (82)	سەكسەن ئىككى	numerous/thousands	مىڭلىغان
	بىر يۈز سەكسەن ئالتە	fifth	بەشىنچى (5 ـ)
one hundred and eighty six (186)		sixteenth	ئون ئالتىنچى (16 ـ)

[31] I have chosen to use the word 'numeral', as opposed to 'number', to avoid any confusion with the grammatical number category which relates to the singular and plural forms of nouns, or words in the role of nouns.

§2 Simple Numerals and Complex Numerals
(ئاددىي سان ۋە مۇرەككەپ سان)

In Uyghur, numerals are divided into two types, according to their structure:

(a) Simple Numerals ئاددىي سان
(b) Complex Numerals مۇرەككەپ سان

(a) Simple Numerals are expressed by just one word.[32] The following simple numerals exist in Uyghur:

one (1)	بىر	fifty (50)	ئەللىك
two (2)	ئىككى	sixty (60)	ئاتمىش
three (3)	ئۈچ	seventy (70)	يەتمىش
four (4)	تۆت	eighty (80)	سەكسەن
five (5)	بەش	ninety (90)	توقسان
six (6)	ئالتە	a hundred (100)	يۈز
seven (7)	يەتتە	a thousand (1,000)	مىڭ
eight (8)	سەككىز	a hundred thousand (100,000)	يۈز مىڭ
nine (9)	توققۇز		
ten (10)	ئون	a million (1,000,000)	مىليون
twenty (20)	يىگىرمە	a thousand million /billion (US) (1,000,000,000)	مىليارد
thirty (30)	ئوتتۇز		
forty (40)	قىرىق		

Even though it is known that, from a historical standpoint, the numerals 'سەكسەن' and 'توقسان' were constructed of two words, in the forms 'سەككىز ئون' and 'توققۇز ئون', they have, nevertheless, now lost their dual word form. The word 'one' (بىر) sometimes comes in front of the numerals 'يۈز', 'مىڭ', 'مىليون' and 'مىليارد', but the word 'بىر' does not

[32] The numeral 'يۈز مىڭ', is normally counted as a simple numeral and is an exception to this rule. The author does not include it in his list of simple numerals, but he does use it in an example in point (3) of sub-section 3 in the section on Approximate Numerals (p.132), where he explicitly makes reference to simple cardinal numerals. I have therefore included it in the list.

affect the meaning of these numerals, therefore they are still considered to be simple numerals.[33]

(b) Complex Numerals are produced by the combination of simple numerals or complex numerals in a particular relationship. Numerals are combined in the following relationships:

1) The Relationship of Addition (قوشۇلۇش مۇناسىۋىتى)

In this relationship, lower place numerals come after higher place numerals and their values are added together.[34] For example:

eleven	ئون بىر (10 + 1 =11)
thirty five	ئوتتۇز بەش (30 + 5 = 35)
fifty six	ئەللىك ئالتە (50 + 6 = 56)
a hundred and five	يۈز بەش (100 + 5 = 105)
a thousand and forty one	مىڭ قىرىق بىر (1,000 + 40 + 1 = 1,041)

2) The Relationship of Multiplication
(ھەسسىلەش ـ ھەسسىلىنىش مۇناسىۋىتى)[35]

In this relationship, lower place numerals come before higher place numerals and multiply them. For example:

five hundred	بەش يۈز (5 x 100 = 500)
ten thousand	ئون مىڭ (10 x 1,000 = 10,000)
	بىر يۈز يىگىرمە مىڭ (120 x 1,000 = 120,000)
one hundred and twenty thousand	
three million	ئۈچ مىليون (3 x 1,000,000 = 3,000,000)

In Uyghur, Complex Numerals are produced by the combination of at least two and at most around ten or even more simple numerals, according to the above relationships. For example:

seventeen (17)	ئون يەتتە
two hundred and sixty (260)	ئىككى يۈز ئاتمىش

[33] In fact, the word 'بىر' is normally required in front of 'مىليون' and 'مىليارد' when they are not preceded by any other numeral.

[34] See footnote 9 on p.50.

[35] The Uyghur term literally means, 'The Relationship of Multiplying and Being Multiplied'.

four hundred and ninety six (496) تۆت يۈز توقسان ئالته

ئۈچ مىڭ تۆت يۈز قىرىق
three thousand four hundred and forty (3,440)

يەتته مىڭ ئالته يۈز ئون بەش
seven thousand six hundred and fifteen (7,615)

ئون ئىككى مىڭ سەككىز يۈز توقسان ئۈچ
twelve thousand eight hundred and ninety three (12, 893)

two hundred and ئىككى يۈز ئون ئۈچ مىڭ يەتته يۈز ئوتتۇز تۆت
thirteen thousand, seven hundred and thirty four (213, 734)

بىر مىليون بەش يۈز ئون ئىككى مىڭ سەككىز يۈز ئەللىك
one million, five hundred and twelve thousand, eight hundred and fifty (1,512,850)

ئىككى مىليون ئۈچ يۈز يىگىرمە بەش مىڭ ئىككى يۈز ئون تۆت
two million, three hundred and twenty five thousand, two hundred and fourteen (2,325,214)

§3 Morphological Types of Numerals
(ساننىڭ مورفولوگىيىلىك تۈرلىرى)

In Uyghur, numerals produce various grammatical types by means of inflection and reduplication. These consist of:

1. **Cardinal Numerals** ساناق سان
2. **Approximate Numerals** مۆلچەر سان
3. **Ordinal Numerals** تەرتىپ سان
4. **Fractions** كەسىر سان
5. **Allocational or Distributional Numerals** تەقسىم سان
6. **Adverbial Numerals** رەۋىش سان
7. **'Number of Persons' Numerals** كىشىلىك سان
8. **Pronominal Numerals** ئالماش سان

1. Cardinal Numerals (ساناق سان)

Cardinal Numerals are considered to be the original form of Simple and Complex Numerals. Cardinal Numerals indicate exact whole numbers and, in the sentence, they basically act as modifiers, or

sometimes as the predicate. For example:

مەكتىپىمىزدە **ئۈچ مىڭ** ئوقۇغۇچى بار.

In our school there are three thousand students.

دۇنيادا **بەش** قىتئە، **تۆت** ئوكيان بار.

There are five continents and four oceans in the world.

Chickens and rabbit(s), توخۇ، توشقان **ئەللىك**، پۇتى **بىر يۈز ئىككى**.
fifty, their feet one hundred and two. (Riddle)

In many cases, Cardinal Numerals are dependent on Measure Words and produce Numeral-Measure Word phrases. For example:

five jing/two and a half kilos (of meat)	بەش جىڭ (گۆش)
a one hundred kilometre (journey)	يۈز كىلومېتر (يول)
one swallow (of water)	بىر يۇتۇم (سۇ)
(to go) twice/two times	ئىككى قېتىم (بارماق)
(to wait for) two hours	ئىككى سائەت (كۈتمەك)

2. Approximate Numerals (مۆلچەر سان)

Approximate numerals indicate an estimated number of objects. In Uyghur, Approximate Numerals are constructed in several ways and each expresses a particular approximate meaning.

1. One kind of Approximate Numeral is formed by the addition of the suffix 'ـ تەك//ـ دەك' or 'ـ چە' to Cardinal Numerals. This type of Approximate Numeral expresses an Approximate Numeral which may be slightly more or less than the Cardinal Numeral. For example:

بۈگۈنكى يىغىنغا **ئەللىكچە (ئەللىكتەك)** ئادەم قاتناشتى.

Approximately fifty people attended today's meeting.

بىزنىڭ مەكتەپتە **ئىككى مىڭدەك (ئىككى مىڭچە)** ئوقۇغۇچى بار.

There are roughly two thousand students in our school.

2. Another type of Approximate Numeral is constructed by the pairing of two Cardinal Numerals.[36] **This kind of Approximate Numeral expresses an estimated numeral within the range of the two Cardinal Numerals.** For example:

[36] In writing, a hyphen is placed between the two numerals.

مەن سىزنى ئىزدەپ **بەش-ئالتە** قېتىم باردىم.
I went looking for you five or six times.

ئۇلارنىڭ مەكتىپىدە **بەش-ئالتە** مىڭ ئوقۇغۇچى بار.
There are five or six thousand students in their school.

بۇ **ئون-يىگىرمە** كۈنلۈك ئىش ئەمەس.
This is not a ten or twenty day business.

3. Several kinds of Approximate Numeral are constructed with the help of the words 'نەچچە (قانچە)' **or** 'بىرنەچچە (بىرقانچە)'. e.g.:

1) ***If the words*** 'نەچچە (قانچە)' **or** 'بىرنەچچە (بىرقانچە)' ***are used on their own,*** **they express an Approximate Numeral within the range of the digits 1-9**. For example:

several students	**بىرنەچچە** ئوقۇغۇچى
a few books	**نەچچە** پارچە كىتاب
a (small) number of people	**بىرقانچە** ئادەم

2) ***If the word*** 'نەچچە' ***is added after Cardinal Numerals from the tens column or above,*** **it expresses an approximate numeral which is 0-9 greater than that numeral**. For example:

ten or so (i.e. 10-19) people	**ئون نەچچە** ئادەم
thirty odd/thirty or so (i.e. 30-39) horses	**ئوتتۇز نەچچە** ئات
eighty plus/eighty or so (i.e. 80-89) sheep	**سەكسەن نەچچە** قوي
a hundred and some/a hundred or so (i.e. 100-109, or 100-200) students	**يۈز نەچچە** ئوقۇغۇچى

3) ***If the word*** 'نەچچە (قانچە)' **or** 'بىرنەچچە (بىرقانچە)' ***precedes simple Cardinal Numerals from the tens column or above,*** **it expresses approximate numerals that are multiples, within the range of 1-9, of that cardinal number**. For example:

decades of people (10-90)[37]	**نەچچە ئون** ئادەم
thousands of students (1,000-9,000)	**بىرقانچە مىڭ** ئوقۇغۇچى
	قانچە يۈز مىڭ ئەسكەر
hundreds of thousands of soldiers (100,000-900,000)	

[37] In English we do not speak of 'tens of' objects; I have used the term 'decade' in its more general sense of 'set or group of ten'.

4) Several kinds of Approximate Numerals are constructed when ***Cardinal Numerals from the hundreds column, or above, occur in the dative case combined with the word*** 'يېقىن', ***or in the ablative case combined with the word*** 'ئارتۇق' **or** 'كۆپ'. **The construction with the word** 'يېقىن' **indicates an approximate numeral that is slightly less than that numeral, while the construction combined with the word** 'ئارتۇق' **or** 'كۆپ' **indicates an approximate numeral that is more than the cardinal numeral**.[38] For example:

يىغىنغا **مىڭغا يېقىن** ئادەم قاتناشتى.
Nearly one thousand people attended the meeting.

بۇ دۇينىڭ **يۈزگە يېقىن** كالىسى، **مىڭدىن كۆپ** قويى بار.
This team has almost one hundred cattle and over a thousand sheep.

5) One type of Approximate Numeral is formed by ***attaching the suffix*** 'لىغان// ـ لىگەن ـ' ***to cardinal numerals from the hundreds column or above, or to large approximate numerals that have been multiplied by the word*** 'نەچچە (قانچە)'. **This type of approximate numeral possesses a descriptive quality and signifies the speaker having added the sentiment,** 'شۇ قەدەر كۆپ' — '***so many!***'. e.g.:

بۇ **مىليونلىغان** ئاممانى بىلەن مۇناسىۋەتلىك ئىش.
This is a matter relevant to millions of people.

بۇ مەكتەپتىن **نەچچە يۈزلىگەن** ئالىملار يېتىشىپ چىققان.
Hundreds of scientists have successfully graduated from this school.

Approximate Numerals basically function as qualifiers in the sentence. For example:

approximately fifty people	**ئەللىكچە (ئەللىكتەك)** ئادەم
several students	**بىرنەچچە** ئوقۇغۇچى
eighty odd sheep	**سەكسەن نەچچە** قوي
almost a thousand workers	**مىڭغا يېقىن** ئىشچى
more than ten vehicles	**ئوندىن ئارتۇق** ماشىنا
thousands of people	**مىيونلىغان** ئاممانى

[38] (Author's footnote) Here the words 'يېقىن', 'ئارتۇق' and 'كۆپ' play the role of function words.

It is also possible for some Approximate Numerals to act as a predicate. For example:

بىزنىڭ دۇينىڭ قويى مىڭدىن ئارتۇق.

Our team has more than a thousand sheep.

Furthermore, some Approximate Numerals are dependent on measure words and can produce numeral-measure word phrases. e.g.:

several pounds of meat	نەچچە جىڭ گۆش
ten plus metres of cloth	ئون نەچچە مېتىر رەخت
a several thousand kilometre journey	نەچچە مىڭ كىلومېتىر يول
to go five or six times	بەش-ئالتە قېتىم بارماق

3. Ordinal Numerals (تەرتىپ سان)

Ordinal Numerals are formed by *adding the suffix* '-نچى//-نىچى' *to cardinal numerals and certain approximate numerals.* They serve to indicate the order, sequence or rank of objects, or their numeric symbol. For example:

first (1st)/number one	بىرىنچى (1-)
second (2nd)/number two	ئىككىنچى (2-)
seventeenth (17th)/number seventeen	ئون يەتتىنچى (17-)
seventh or eighth	يەتتە - سەككىزىنچى
tenth or more	ئون نەچچىنچى

Ordinal Numerals basically function as qualifiers in the sentence. For example:

بىز يەتتىنچى بىنانىڭ يەتتىنچى قەۋىتىدە ئولتۇرىمىز.

We live on the seventh floor of building number seven.

ئوڭ قول تەرەپتىكى ئىككىنچى ئۆي بىزنىڭ ئىشخانىمىز.

The second room on the right is our office.

ئۇلار يەتتە-سەككىزىنچى ئايلاردا كېلىشى مۇمكىن.

They may come in July or August (lit. the seventh or eighth month).

Another important task of Ordinal Numerals is that, *as parentheses*, they serve to separate the contents of a speech (or text) into categories. For example:

ئۈچ چوڭ ئىنتىزام تۆۋەندىكىچە:
بىرىنچى، بارلىق ھەرىكەتتە قوماندىغا بويسۇنۇش؛
ئىككىنچى، ئاممىنىڭ يىپ - يىڭنىسىنىمۇ ئالماسلىق؛
ئۈچىنچى، بارلىق غەنىيمەتلەرنى ئومۇمنىڭ ئىختىيارىغا تاپشۇرۇش.

The three main rules of discipline are as follows:
Firstly, to obey leadership in every action; Secondly, not to take even a needle and thread that belongs to the people; Thirdly, to hand over all spoils of war to the management of the public.

Sometimes Ordinal Numerals also occur in the role of the predicate. For example:

مېنىڭ كىنىشكامنىڭ نومۇرى **1278 نچى**.

My identity card number is 1278.

***When linked with measure words that indicate the number of times an action occurs*, Ordinal Numerals produce numeral-measure word phrases**. For example:

to see for the first time	**بىرىنچى** قېتىم كۆرمەك
to go a second time	**ئىككىنچى** نۆۋەت بارماق

Ordinal Numerals sometimes *combine with the suffix* '-دىن' *to become conjunctions* and serve to link several matters that are connected to a single matter. For example:

مەن بۈ قېتىم بارالمايمەن، چۈنكى، **بىرىنچىدىن**، سالامەتلىكىم ياخشى ئەمەس، **ئىككىنچىدىن**، بەزى ئىشلىرىم تېخى ئاخىرلاشمىدى.

I am not able to go this time because, firstly, my health is not good and, secondly, some of my jobs are still not finished.

In Uyghur, the words 'تۇنجى' (first), 'ئوتتۇرانچى' (middle [one]) and 'كەنجى' (youngest of several) serve to indicate order, but, of these, only the word 'تۇنجى' is considered to be an ordinal numeral, synonymous with 'بىرىنچى'. The words 'ئوتتۇرانچى' and 'كەنجى' do not express the concept of a definite numeral. 'ئوتتۇرانچى' expresses the sense of 'which is in the middle', while 'كەنجى' expresses the sense of 'last'. Therefore, they are considered to be adjectives.

4. Fractions (كەسر سان)

A Fraction indicates a part of a number which is smaller than one. Usually it is used to indicate a certain part of an object that constitutes a whole.

Fractions are composed of two Cardinal Numerals which express the Denominator (مەخرەج) and the Numerator (سۈرەت). The Cardinal Numeral which expresses the Denominator comes first and is combined with the suffix 'ـ دىن// ـ تىن', then comes the Cardinal Numeral which expresses the Numerator. For example:

three quarters (3/4)	تۆتتىن ئۈچ
seven tenths (7/10)	ئوندىن يەتتە
a thousandth/one (one) thousandth (1/1000)	مىڭدىن بىر
five hundredths (5/100)	يۈزدىن بەش

If Fractions are combined with a Cardinal Numeral (Whole Numeral — پۈتۈن سان) **the word 'پۈتۈن' is added after the Cardinal Numeral and then the Fraction is pronounced.** For example:

one and seven tenths (1 7/10)	بىر پۈتۈن ئوندىن يەتتە
two and a quarter (2 1/4)	ئىككى پۈتۈن تۆتتىن بىر

When Fractions serve to express a numerical concept related to a certain object, rather than an abstract numerical concept, they do not usually become sentence components directly, but *either join the sentence in the form of a Pronominal Numeral* (ئالماش سان) **(see Subsection 8 — Pronominal Numerals) *or, by becoming dependent on the noun*** 'قىسىم' ***or*** 'بۆلەك', ***produce a noun phrase which subordinates to itself a possessive case noun or pronoun that expresses a whole.*** For example:

ئوقۇغۇچىلارنىڭ ئۈچتىن بىر قىسمىنى قىز ئوقۇغۇچىلار ئىگىلەيدۇ.

Girl students comprise one third of the students.

بىزنىڭ تۆتتىن ئۈچ قىسمىمىز جەنۇبتىن كەلگەن

Three quarters of us have come from the south.

بۇ دەرس پۈتۈن دەرس ۋاقتىنىڭ بەشتىن ئىككى قىسمىنى تەشكىل قىلىدۇ.

This course accounts for two fifths of the class time.

In Uyghur, there are also the words 'يېرىم' (half) and 'چارەك' (quarter) which indicate Non-whole Numerals (پارچە سان). Of these, the word 'يېرىم' is extremely widely used in the sense of 'one half'. With regard to syntactical characteristics, it is the same as Cardinal Numerals. As far as the word 'چارەك' is concerned, it only occurs combined with certain words of quantity.[39] For example:

quarter of a century	چارەك ئەسىر
quarter of an hour	چارەك سائەت
quarter of a ton	چارەك توننا

5. Distributive Numerals (تەقسىم سان)

Distributive Numerals are formed by *attaching the suffix* 'ـ دىن// ـ تىن' ***to Cardinal Numerals and certain Approximate Numerals***. e.g.:

one each	بىردىن	three each	ئۈچتىن
five each	بەشتىن	a hundred each	يۈزدىن
ten or so each	ئون نەچچىدىن		

Distributive Numerals may be subordinate to both nouns and verbs. *When they are subordinate to nouns*, they indicate that that many objects are connected with each one of a certain number of objects. For example:

ئەلاچىلارغا **بىردىن** لۇغەت، **ئىككىدىن** دەپتەر، **بىردىن** قەلەم مۇكاپات بېرىلدى.

One dictionary, two notebooks and one pen were awarded to each of the top students.

تۆتتىن ئات قوشۇلغان بەش هارۋا يولغا چىقتى.

Five carts set out, each attached to four horses.

هەر بىرىڭلار **ئىككىدىن** دەپتەر تەييارلاڭلار.

Every one of you is to prepare two notebooks each.

***When dependent on verbs*, they indicate that a certain number of objects are evenly divided according to that numeral.** For example:

[39] Normally 'a quarter' is expressed by 'تۆتتىن بىر', e.g.: 'a quarter of a cake — تورتنىڭ تۆتتىن بىر پارچىسى'.

Two each of these notebooks are to be given to every one of the students. بۇ دەپتەرلەر ھەر بىر ئوقۇغۇچىغا ئىككىدىن بېرىلىدۇ.

Line up in fives. بەشتىن تىزىلىڭلار.

Distributive Numerals are also *used in repeated form, or in the form of repeated Cardinal Numerals suffixed with* '-دىن//-تىن'. Such repeated Distributive Numerals are basically dependent on verbs and indicate that a certain number of objects are divided off successively, or distributed in a number of places, according to that numeral. For example:

كىشىلەر ئىككىدىن-ئۈچتىن تارقىلىشقا باشلىدى.

The people began to disperse in twos and threes.

يېڭى ئوقۇغۇچىلار ھەر كۈنى يىگىرمىدىن-ئوتتۇزدىن كېلىۋاتىدۇ.

Twenty to thirty new students are arriving every day.

كىشىلەر بەشتىن-تۆتتىن توپلىنىپ مۇھاكىمە قىلىشۋاتىدۇ.

People are discussing in groups of four or five.

In grammatical works about the Uyghur language there are various views on this type of numeral. Although this type of numeral is only briefly discussed in 'Modern Uyghur', compiled by Ämir Näjip and published in Moscow in 1960, it is nevertheless considered to be a grammatical type; in 'Modern Uyghur' compiled by the Uyghur Division of the Kazakh Academy of Sciences, this type of numeral has been combined with the type of numerals to which the suffix '-لاپ//-لەپ' has been attached and they are called 'group numerals' (توپلۇق سان); in several works, nothing is mentioned about this type of numeral.

This type of numeral is extremely widely used in Uyghur and, just as we have seen above, it communicates a unique grammatical meaning, therefore it must certainly take its place in the ranks of grammatical numeral types.

6. Adverbial Numerals (رەۋىش سان)

Adverbial Numerals are formed by *attaching the suffix* '-لاپ//-لەپ' to Cardinal Numerals and some Approximate Numerals. They are mostly used in repeated form or in the form of a small

numeral paired with a larger one. For example:

in thousands	مىڭلاپ
in hundreds	يۈزلەپ - يۈزلەپ
in hundreds and thousands	يۈزلەپ - مىڭلاپ
in fives or tens	بەشلەپ - ئونلاپ
in ones or twos	بىرلەپ - ئىككىلەپ
in groups of several tens each	نەچچە ئونلاپ

Adverbial Numerals are basically *dependent on verbs* and indicate that a number of people are connected with a certain action in groups of approximately that number. For example:

زىرايەتچىلەر مىڭلاپ-مىڭلاپ بېيجىڭغا يىغىلماقتا.

Visitors are flocking to Beijing in their thousands.

يېڭى ئوقۇغۇچىلار يىگىرمىلەپ-ئوتتۇزلاپ كېلىشكە باشلىدى.

The new students began to arrive in groups of twenty or thirty.

كىشىلەر بىرلەپ-ئىككىلەپ تارقىلىشقا باشلىدى.

The people began to disperse in twos or threes.

In many works about the Uyghur language, this type of numeral is made out to be one type of Approximate Numeral. In our opinion, although this type of numeral represents an approximate meaning, it nevertheless differs syntactically from other Approximate Numerals. All other Approximate Numerals are directly dependent on nouns and can serve as qualifiers, but this type of numeral cannot make direct contact with a noun; it is always dependent on a verb, or on the whole sentence and serves as an adverbial modifier. Therefore it is not possible to amalgamate it with Approximate Numerals. As we said in the previous section, it is not possible to amalgamate it with Distributive Numerals either because, firstly, this type of numeral indicates the sense of an estimate, but Distributive Numerals which are formed on the basis of cardinal numerals express an exact numeral; secondly, this type of numeral is only dependent on verbs, but Distributive Numerals may also be dependent on nouns; thirdly, this type of numeral basically only has a connection with the actions of people, whereas Distributive Numerals have a relationship with the action of any kind of object.

In short, it is a little more appropriate to count these numerals as a separate type and to call them Adverbial Numerals.

7. 'Number of Persons' Numerals (كىشىلىك سان)

'Number of Persons' Numerals are formed by *attaching the suffix* 'ئەيلەن' to *Cardinal Numerals and certain Approximate Numerals* (when this suffix is attached to numerals which end in a vowel, the initial vowel of the suffix is dropped). For example:

someone	بىرەيلەن
both/the two (of us/you/them)	ئىككىيلەن
(the) three (of us/you/them)	ئۈچەيلەن
(the) five or six (of us/you/them)	بەش ـ ئالتەيلەن
(the) ten or so (of us/you/them)	ئون نەچچەيلەن
several (of us/you/them)	بىر نەچچەيلەن

'Number of persons' Numerals possess the ability to represent that number of people and are used in place of a noun. However, it is not possible to use such numerals in every place where a certain number of persons is indicated. 'Number of persons' numerals are generally used in the following situations:

1) When it is not necessary to mention that the objects are people, but only essential to mention their number, 'number of persons' numerals are used in place of a noun. For example:

هېلىقى يېڭى.كەلگەن **ئىككىيلەنمۇ** يىغىنغا قاتناشسۇن.

Both those newcomers should attend the meeting too.

بىزنىڭ سىنىپتىن **ئۈچەيلەننىڭ** لۇغىتى يوق.

Three (of us) from our class don't have a dictionary.

بىلەت يەنە بارمۇ؟ بۇ **ئۈچەيلەنگە** بىلەت تەگمىدى.

Are there any more tickets? These three didn't receive a ticket.

2) *As an appositional clarifier after plural personal pronouns*, it clarifies the plural personal pronoun numerically. For example:

بىز **ئۈچەيلەن** بىر گۇرۇپپا بولايلى، سىلەر **تۆتەيلەن** بىر گۇرۇپپا بولۇڭلار، ئۇلار **بەشەيلەن** بىرگۇرۇپپا بولسۇن.

The three of us will form a group, the four of you form a group, and let the five of them form a group.

3) It serves to universalize, by means of a numeral, several people who are pointed out by name. In this case the names of the people serve to qualify the 'Number of Persons' Numeral. For example:

مەن، ئەخمەت، تۇرسۇن، تۇردى **تۆتەيلەن** ئاقسۇدىن.

The four of us — Äkhmät, Tursun, Turdi and I — are from Aksu.

In almost all Uyghur grammar books, this type of numeral is called an 'Assembled Numeral' (ئۆملۈك سان), or a 'Common Numeral' (ئورتاق سان). In our opinion, these names do not convey the essence of this type of numeral, because its essential feature is not in the expression of its 'assembled' concept, but rather in that it indicates that number of people. Also, the fact that the numeral 'one' (بىر) can be included in this type of numeral, as 'someone' (بىرەيلەن),[40] proves the inappropriacy of the name 'Assembled Numeral' or 'Common Numeral' for this type of numeral. **Therefore it is more appropriate to call this type of numeral a 'Number of Persons' Numeral.**

8. Pronominal Numerals (ئالماش سان)

Pronominal Numerals are formed by *attaching plural ownership-dependent suffixes of the noun to Cardinal, Approximate, Factional and Ordinal Numerals*. For example:

two of us	ئىككىمىز	three of you	ئۈچىڭلار
four of us	تۆتىمىز	ten or so of them	ئون نەچچىسى
one third of them	ئۈچتىن بىرى	the fifth one of them	بەشىنچىسى

Pronominal Numerals are used in the following ways:

1) *When they indicate a certain definite number of individual people*, they play the same role as 'number of persons' numerals. e.g., cf.:

هېلىقى يېڭى كەلگەن **ئىككىسىمۇ** يىغىنغا قاتناشسۇن.

Both those newcomers should attend the meeting too.

بىزنىڭ سىنىپتىن **ئۈچىمىزنىڭ** لۇغىتى يوق.

Three of us from our class do not have a dictionary.

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[40] (Author's example) سېنى بۈگۈن بىرەيلەن ئىزدەپ كەلدى — Someone came looking for you today.

بېلەت يەنە بارمۇ؟ بۇ **ئۈچىگە** بېلەت تەگمىدى.
Are there any more tickets? These three did not receive a ticket.
بىز **ئۈچىمىز** بىر گۇرۇپپا بولايلى، سىلەر **تۆتىڭلار** بىر گۇرۇپپا بولۇڭلار، ئۇلار **بەشى** بىرگۇرۇپپا بولسۇن.
The three of us will form a group, the four of you form a group,and let the five of them form a group.
مەن، ئەخمەت، تۇرسۇن، تۇردى **تۆتىمىز** ئاقسۇدىن.
The four of us — Äkhmät, Tursun, Turdi and I — are from Aksu.

***When 1st and 2nd person Pronominal Numerals in this role act as possessive case qualifiers,* the qualified object may either be in the 3rd person ownership-dependent form, or the ownership-dependent form matching the person of the Pronominal Numeral.** For example:
بىزنىڭ سىنىپتىن **ئۈچىمىزنىڭ** لۇغىتىمىز (لۇغىتى) يوق.
Three of us from our class do not have a dictionary.
Do you both have سىلەر **ئىككىڭلارنىڭ** لۇغىتى (لۇغىتىڭلار) بارمۇ؟
a dictionary?/ Do the two of you have a dictionary?

2) *The plural or sequential numeral* represents one, or one part, of a certain universality. The universality represented by that Pronominal Numeral is known by the noun or pronoun that acts as a qualifier for it in the possessive case but, when the context is clear, this kind of noun or pronoun may be omitted. For example:
We are four child- بىز تۆت بالا، (بىزنىڭ) **ئىككىمىز** ئوغۇل، **ئىككىمىز** قىز.
ren [i.e. brothers and sisters], two of us are boys and two are girls.
بىزنىڭ **بىرىمىز** ئۇيغۇر، **بىرىمىز** ئۆزبەك.
One of us is an Uyghur and one an Uzbek.
بۇ كىتابلارنىڭ **بەشى** كۇتۇپخانىنىڭ، **تۆتى** ئوقۇتقۇچىنىڭ.
Five of these books belong to the library and four to the teacher.
ئوقۇغۇچىلارنىڭ **ئۈچتىن ئىككىسى** جەنۇبىي شىنجاڭدىن كەلگەن.
Two thirds of the students are from the south of Xinjiang.
يوغان ئالمىلار ئىكەن، (ئۇلارنىڭ) **ئىككىسى** بىر جىڭ كېلىدۇ.
They are big apples, two of them come to half a kilo.
ئۆرە تۇرغانلارنىڭ ئوڭدىن **ئىككىنچىسى** بىزنىڭ تىل ئوقۇتقۇچىمىز
The second on the right of those standing is our language teacher.

بۇ بىنالارنىڭ **بىرىنچىسى** دەرسخانا بىناسى، **ئىككىنچىسى** ياتاق، **ئۈچىنچىسى** كۇتۇپخانا.
The first of these buildings is the teaching block, the second, dormitories, and the third, the library.

Nothing is said about this type of numeral in Uyghur grammar books. Only Ämir Näjip, when discussing cardinal numbers, passes a remark on the nominalization of Cardinal Numerals by attaching ownership-dependent suffixes.[41] **In fact, especially in oral language, this type of numeral is used even more than the 'Number of Persons' Numeral explained above. Therefore, it is certainly necessary to count it as a separate type of numeral and to insert it in the ranks of grammatical numeral types.**

§4 Special Uses of Numerals
(سانىنىڭ ئالاھىدە قوللىنىشى)

1. The Direct Nominalization of Numerals
(سانىنىڭ بىۋاستە ئىسىملىشىشى)

Sometimes, especially in mathematics, Uyghur Cardinal Numerals and Fractions serve to express abstract numeral concepts. In such cases they are directly nominalized, inflected according to case category, and perform the task of a noun in the sentence. e.g.:
Eight is an even number. **سەككىز** — جۈپ سان.
Five plus four equals nine. (5 + 4 = 9) **بەشكە تۆتنى** قوشسا **توققۇز** بولىدۇ.
ئون بىردىن بەشنى ئالسا **ئالتە** قالىدۇ.
Eleven minus five equals six. (11 - 5 = 6)
تۆتتىن بىرگە تۆتتىن بىرنى قوشسا **ئىككىدىن بىر** بولىدۇ.
A quarter plus a quarter equals a half. (1/4 + 1/4 = 1/2)
ئوننىڭ ئىچىدە بەش **ئىككى** بار.
Ten divided by five equals two. (10 ÷ 5 = 2)
Two eights are sixteen. (2 x 8 = 16) ئىككى **سەككىز ئون ئالتە.**

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[41] (Author's footnote) Ämir Näjip, *Modern Uyghur,* Moscow, 1960.

2. The Direct Pronominalization of Numerals

(سانلىق بىۋاسته ئالماشلىشى)

Cardinal Numerals and certain Approximate Numerals are sometimes directly pronominalized and act as grammatical objects in the accusative case. **They indicate a portion (which is made clear by that numeral) of a certain type of object that is known from the context or expressed by a noun in the ablative case.** For example:

بۇ قەلەمنى نەدىن ئالدىڭىز؟ مەنمۇ **بىرنى** ئالىمەن.

Where did you buy this pen? I want to buy one too.

If you're going to buy envelopes, please get me ten at the same time. كونۋېرت ئالغىلى بارسىڭىز، ماڭىمۇ **ئوننى** ئالغاچ كېلىڭ.

How much are apples a jing? Please weigh me five or six of them. ئالمىنىڭ جىڭى قانچە؟ ماڭا **بەش-ئالتىنى** تارتىپ بېرىڭ.

I'm going to buy one of these pens too. مۇشۇنداق قەلەمدىن مەنمۇ **بىرنى** ئالىمەن.

Please give me ten [of the] envelopes and ten [of the] ten fen stamps. كونۋېرتتىن **10نى**، ئون پۇلۇق ماركىدىن **10نى** بېرىڭ.

3. Numerals Serving as Nouns of Time

(سانلارنىڭ ۋاقىت ئىسمى بولۇپ كېلىشى)

In Uyghur, certain **Cardinal Numerals** become nouns, in specific contexts:

1) ***When Cardinal Numerals become predicates and serve to subordinate the words*** **'ئايغا (چېسلاغا)'** ***(with reference to that day of the month) or*** **'ھەپتىگە'** ***(with reference to that day of the week)*** **they indicate an opinion about which day of the month, or which day of the week, it is.** For example:

Today is the fifteenth (of the month). بۈگۈن ئايغا (چېسلاغا) **ئون بەش.**

بۈگۈن 2 - ئايغا **يىگىرمە ئىككى.**

Today is the twenty second of February.

ئەتە ھەپتىگە **بەش**، ئۈگۈنلۈككە **ئالتە.**

Tomorrow will be Friday (the 5th [day of the week]) and the day after tomorrow will be Saturday (the sixth [day of the week]).

2) ***When Cardinal Numerals which take the ownership-dependent suffix subordinate the words*** **'ئاينىڭ'** ***(of the month) or*** **'ھەپتىنىڭ'** ***(of the week)*****, they indicate that sequential day of the month or week and are used synonymously with the expression** **'... نچى كۈنى'**. e.g.:

10 - ئاينىڭ **بىرى** (بىرىنچى كۈنى) ـــ بىزنىڭ دۆلەت بايرىمىمىز.

The first (the first day) of October is our national holiday.

بۇ ئىش كېيىنكى ھەپتىنىڭ **ئىككىنچىسىگە** (ئىككىنچى كۈنىگە) قالدى.

This matter has been left until Tuesday (until the second day) of next week.

Do you remember what happened on the fifth (on the fifth day) of last month? ئۆتكەن ئاينىڭ **بەشىدىكى** (بەشىنچى كۈنىدىكى) ئىش يادىڭىدىمۇ؟

The meeting will be held on the fourth (on the fourth day) of the coming month. يىغىن كېيىنكى ئاينىڭ **تۆتى** (تۆتىنچى كۈنى) ئېچىلىدۇ.

3) ***Cardinal Numerals which follow the word*** **'سائەت'** **indicate the name of a time that is reckoned according to the hour, and are inflected like nouns.** For example:

The time's five o'clock. ھازىر سائەت **بەش.**

I'll come at five (o'clock). سائەت **بەشتە** كېلىمەن.

سائەت **تۆتتىن** بەش مىنۇت ئۆتتى.

It's five (minutes) past four (o'clock).

سائەت **ئىككىنىڭ** بىلىتى بارمۇ؟

Is there a ticket for (the) two (o'clock showing)?

Will you also attend the two o'clock meeting (... the meeting at two [o'clock])? سائەت **ئىككىدىكى** يىغىنغا سەنمۇ قاتنىشامسەن؟

يىغىن سائەت **سەككىزدىن ئون بىرگىچە** داۋام قىلىدۇ.

The meeting will last from eight (o'clock) till eleven (o'clock).

4. Numerals Serving to Express Age

(سانلارنىڭ ياشنى ئىپادىلەپ كېلىشى)

In the Uyghur language, ***Cardinal Numerals and certain Approximate Numerals in specific contexts, especially when dependent on the verbs*** **'كىرمەك'** ***or*** **'ئاشماق'****, signify years of age according to that numeral.** For example:

ئۇ بۇ يىل ساق **يىگىرمىگە** كىردى.

This year he has become fully twenty (years of age).

چوڭ بولدۇڭ، **يىگىرمىدىن** ئاشتىڭ.

You're grown up now, you're over twenty.

ئۇ **يەتمىشتىن** ئاشقان بولسىمۇ، داۋاملىق ئىشلەۋاتىدۇ.

Even though he has turned seventy, he works continuously.

ئۇنىڭ چوڭ بالىسى **ئون بەش-ئون ئالتىغا** بېرىپ قالدى.

His oldest child is about fifteen or sixteen.

ئۇ ئادەممۇ چوڭ بولدى، **سەكسەن نەچچىگە** كىرىپ قالدى.

That man is old too; he has turned eighty something.

5. Numerals Serving to Indicate Marks or Scores

(سانلارنىڭ نومۇرنى بىلدۈرۈپ كېلىشى)

In the Uyghur language, *Cardinal Numerals and certain Approximate Numerals* may serve to indicate examination marks, *sometimes directly, sometimes in the accusative case and dependent on the verb* 'ئالماق' ***or*** 'قويماق'. For example:

ئۇ يىللىق ئىمتىھاندا تىلدىن **95** ، ماتېماتىكىدىن **98** ، سىياسى ساۋاتتىن **100**

In the annual examination he got 95 (%) for language, (نى) ئاپتۇ.

98 (%) for mathematics and 100 (%) for politics.

مۇشۇنداق جاۋاب بەرسىڭىز **100** (نى) قويىمەن.

If you give an answer like that I'll give you 100 (%).

ھەربىر دەرستىن **100** (نى) ئالماق ئاسان ئەمەس.

It's not easy to get 100 (%) for every subject.

6. Numerals acting as the names of numeral columns

(سانلارنىڭ خانا ئىسمى بولۇپ كېلىشى)

In the Uyghur language *the numerals* 'بىر'، 'ئون'، 'يۈز'، 'مىڭ'، 'يۈز مىليون'، 'ئون مىليون'، 'بىر مىليارد'، 'يۈز مىليارد'، 'ئون مىليارد' ***... combined with the suffix*** '-لار//-لەر', **serve to indicate the names of numeral columns**. For example:

ones	بىرلەر	the ones column	بىرلەر خانىسى
tens	ئونلار	the tens column	ئونلار خانىسى
hundreds	يۈزلەر	the hundreds column	يۈزلەر خانىسى

thousands	مىڭلار	the thousands column	مىڭلار خانىسى
tens of thousands	ئون مىڭلار	the 10,000s column	ئون مىڭلار خانىسى

7. Numerals Serving to Indicate How Many Times an Action Occurs

(سانلارنىڭ ھەربىرىكەت مىقدارىنى بىلدۈرۈپ كېلىشى)

In the Uyghur language, *when, in certain contexts, Cardinal Numerals and certain Approximate Numerals are dependent on verbs*, they serve to indicate the number of times the action expressed by that verb occurs. This occurs in the following two circumstances:

1) Sometimes, *especially in proverbs and sayings, certain Cardinal Numerals* contain the meaning 'قېتىم' **([number of] times) and are adverbial modifiers directly dependent on verbs**. For example:

ۋاقتىڭىز بولسا **بىر** كېلىپ كەتسىڭىز.

If you have time, please come for a visit.

Measure seven times, cut once. **يەتتە** ئۆلچەپ **بىر** كەس. (ماقال)

(proverb) (Exercise extreme caution./'Look before you leap.')

يۈز ئاڭلىغاندىن **بىر** كۆرگەن ئەلا. (ماقال)

Better to have seen once than to have heard a hundred times.

('One picture is worth a thousand words.') (proverb)

2) *When dependent on certain verbs, basically on verbs which indicate actions that can be repeated again and again within a short space of time, Cardinal Numerals and some Approximate Numerals in the accusative case* indicate the number of times the action expressed by that verb takes place. For example:

تامدىكى ئاسما سائەت **توققۇزنى** سوقتى.

The wall clock struck nine (times).

ئۇنىڭ تومۇرى ئىنتتىك، مىنۇتىغا **توقسان سەككىزنى** سوقۇۋاتىدۇ.

His pulse is very fast; it's beating ninety eight times a minute.

ئۇ جىلى بولۇپ، ئېشەكنىڭ بېشىغا قامچا بىلەن **تۆت-بەشنى** سالدى.

He became angry and hit the donkey's head four or five times with a stick.

Taking ئۇ بالىنى قولىغا ئېلىپ، مەڭزىگە **ئىككى-ئۈچنى** سۆيۈپ قويدى.

the child in his arms, he kissed it two or three times on the cheek.

ئۇ تەپكۈچ تېپىشكە ئۇستا ئىكەن، چۈشۈرمەي **يۈز ئەللىكنى** تەپتى.

She's very skilled at kicking the shuttlecock; she kicked it a hundred and fifty times without letting it fall.

8. Special Uses of the Numeral 'بىر' (One)

(«بىر» سانىنىڭ باشقىچە قوللىنىلىشى)

In Uyghur, besides expressing a numeric concept, the numeral 'بىر' is used in the following special senses:

1) *As a qualifier*, it serves to accentuate the qualified object. e.g.:

بۇ ناھايىتى مۇرەككەپ **بىر** مەسىلە.

This is an extremely complicated problem.

ئۇ ناھايىتى ئاق كۆڭۈل **بىر** ئادەم ئىكەن.

He's an extremely kind-hearted person.

This is an extremely significant day. بۇ ناھايىتى ئەھمىيەتلىك **بىر** كۈن.

2) *As a qualifier*, it serves to point out a particular one of the type of object expressed by the qualified word.[42] For example:

I've just remembered something. **بىر** ئىش يادىمغا چۈشۈپ قالدى.

سىزنى **بىر** ئادەم ئىزدەپ كەلدى.

A person/ Someone came looking for you.

I've seen this person at some time. مەن بۇ ئادەمنى **بىر** چاغدا كۆرگەن.

3) It indicates similarity/likeness or togetherness. When it occurs in such senses it may fulfil the function of a qualifier, a predicate, or an adverbial modifier, in the sentence. For example:

بىز ئۇلار بىلەن **بىر** تۇرىمىز.

We live (together) with them. (adverbial modifier)

We are both of one mind. (qualifier) ئىككىمىز **بىر** تونۇشتا ئىكەنمىز.

We both have the same opinion. ئىككىمىزنىڭ پىكرى **بىر** ئىكەن.

(lit. The opinion of both of us is the same. (predicate)

4) *In front of adjectives or verbs*, it serves as an adverbial modifier and serves to intensify the meaning of the adjective or verb. e.g.:

He's a really shy child. **بىر** يۇۋاش بالا ئىكەن بۇ.

[42] In fact, it denotes that the qualified person or thing is unknown, or unspecified.

ئۇ **بىر**ۋاقىرىۋىدى، ھەممەيلەن جىملا بولۇپ قالدى.

He had shouted really loudly, but they all just kept quiet.

5) *When repeated*, it functions as a conjunction. For example:

ئۇ **بىر** ئۇ يانغا قارايدۇ، **بىر** بۇ يانغا قارايدۇ.

First he looks that way, then he looks this way.

بىر ئۇنداق قىلىپ باقمەن، **بىر** مۇنداق قىلىپ باقمەن، ھېچلا ئەپلەشمەيۋاتىدۇ.

First I try to do it that way, then I try to do it this way; it just doesn't work at all.

6) *When combined with other words*, it plays a word-formation role. For example:

adverb	for a moment/momentarily	بىردەم
adjective	a bit, a little[43]	بىرئاز
	many, numerous	بىرتالاي
	several, some	بىرمۇنچە
pronoun	each one, everyone	ھەربىر

§5 Numeral Dependents

(سان بېقىندىلىرى)

Situations in which numerals subordinate other words to themselves are very rarely seen. It is only possible for specific adjectives and adverbs such as 'تەخمىنەن' (approximately), 'ساق' (exactly/fully), 'توپتوغرا' (exactly) and 'بىركەم' (less one/one less than), and specific phrases such as 'سەل كەم' (almost/slightly less than) and 'ئىككى كەم', (less two/two less than) to be dependent on numerals. e.g.:

بۇ يىغىنغا **تەخمىنەن** مىڭ ئادەم قاتناشتى.

Approximately one thousand people attended the meeting.

I counted; there are exactly ten. سانىدىم، **ساق** ئون ئىكەن.

بىزنىڭ سىنىپتا **توپتوغرا** ئون ئوقۇغۇچى بار.

There are exactly ten students in our class.

ئۇ **بىركەم** ئەللىك كۈندە كەلدى.

He arrived in forty nine days (lit. ... one less than fifty days).

[43] 'بىرئاز' is also used adverbially, as in, 'بىرئاز ساقلاپ تۇرۇڭ' — 'Please wait a little.'

Chapter 6
MEASURE WORDS
(مىقدار)

§1 A Definition of Measure Words
(مىقدارنىڭ مەنىسى)

Measure Words are the class of words which indicate a unit of calculation for objects and actions. The highlighted words in the following phrases are considered to be **Measure Words:**

five people	بەش نەپەر ئادەم	three fish	ئۈچ تال بېلىق
two mattocks	ئىككى دانە كەتمەن	ten mu of land	ئون مو يەر
a pinch of tea	بىر سېلىم چاي	a pinch of flour[44]	بىر چىمدىم ئۇن
three jing of meat			ئۈچ جىڭ گۆش
five bales/bundles of goods			بەش تېڭىق مال
a hundred kilometre journey			يۈز كىلومېتىر يول
two (copies of a) newspaper(s)			ئىككى نۇسخا گېزىت
a handful of sunflower seeds			بىر سىقىم گازىر
a sip of (lit. a swallow of) water			بىر يۇتۇم سۇ
four boxes/trunks full of books			تۆت ساندۇق كىتاب
to work for five hours			بەش سائەت ئىشلىمەك
to go three times	ئۈچ قېتىم بارماق	to stay ten days	ئون كۈن تۇرماق

§2 Types of Measure Words
(مىقدارنىڭ تۈرى)

1. Proper Measure Words and Role-shifted Measure Words
(خاس مىقدار ۋە كۆچمە مىقدارلار)

Uyghur Measure Words are divided into two types according to their origin — Proper Measure Words and Role-shifted Measure Words. Only words which act uniquely, or basically, as Measure Words belong to the Proper Measure Words.[45] For example:

jing/half kilo (500 grams)	جىڭ	metric ton/tonne	تونا
ser/ 1/10 jing (50 grams)	سەر	kilogram	كىلوگرام
miskal/ 1/100 jing (4.68 grams)	مىسقال	gram	گرام
pung/ 66.67 sq. metres/3.33mm.	پۇڭ	litre	لىتر
charäk/10 kilogrammes	چارەك	pound (454 grams)	قاداق
chakirim/1.06 kilometres	چاقىرىم	(person)	نەپەر
kilometre	كىلومېتىر	(item/unit)	دانە
metre	مېتىر	centimetre	سانتىمېتىر
gäz/0.71 metres	گەز	small pinch	چىمدىم*
chi/0.34 metres	چى	mouthful/sip	يۇتۇم*
sung/3.34 centimetres	سۇڭ	handful	سىقىم*
mu/666.7 sq. metres (1/15 hectare)	مۇ	handspan	غېرىچ*
piece/(unit) [of long, narrow things]	تال	occasion/time	قېتىم
batch/bunch/bundle/cluster	باغلام*	turn	نۆۋەت*

In Uyghur, things which have a fixed capacity, and nouns which indicate time, may occur as Measure Words. When nouns occur as Measure Words, they lose their uniquely nominal characteristics and acquire characteristics which are exclusive to Measure Words (rather than indicating the concept of an object, they indicate the concept of a measure and are inflected according to grammatical forms specific to Measure Words). Therefore, nouns of this kind which occur in the function of Measure Words are called role-shifted measure words. The following highlighted words are reckoned to be **role-shifted Measure Words:**

a box of books/a trunkful of books	بىر ساندۇق كىتاب
a one-roomed house	بىر ئېغىز ئۆي
two cups of (lit. dishes of) tea	ئىككى چىنە چاي
a truckload of coal	بىر ماشىنا كۆمۈر

[44] A 'چىمدىم' is a smaller measure than a 'سېلىم'. The former is the amount that can be held between a thumb and one or two fingers; the latter, the amount that can be held between a thumb and three or four fingers.

[45] Terms marked with an asterisk appear to be basically nouns and are therefore role-shifted measure words rather than proper ones.

a spoonful of salt	بىر قوشۇق تۇز
a class of students	بىر سىنىپ ئوقۇغۇچى
to work for five years	بەش يىل ئىشلىمەك
to stay for four days	تۆت كۈن تۇرماق

2. Object Measure Words and Action Measure Words

(شەيئى مقدارلىرى ۋە ھەرىكەت مقدارلىرى)

Measure Words are classified, according to their meaning and combinatory faculty, as:

a) Object Measure Words

b) Action Measure Words

a) Object Measure Words. Measure Words which combine with nouns, and indicate a unit of calculation for objects, belong to the Object Measure Words. For example

two beams/girders	ئىككى تال لىم
a three-roomed house	ئۈچ ئېغىز ئۆي
a suit of clothes	بىر قۇر كىيىم
two truckloads of coal	ئىككى ماشىنا كۆمۈر
five tonnes of wheat	بەش تونىا بۇغداي
three sacks of flour	ئۈچ تاغار ئۇن
twenty metres of cloth	يىگىرمە مېتىر رەخت
four litres of milk	تۆت لىتىر سۈت
fifty kilograms of meat	ئەللىك كىلوگرام گۆش

b) Action Measure Words. Measure Words which combine with verbs, and indicate a unit of calculation for actions, belong to the Action Measure Words. For example

to go twice/two times	ئىككى قېتىم بارماق
to play three matches	ئۈچ مەيدان ئويىنماق
to talk for two hours	ئىككى سائەت سۆزلەشمەك
to study for five years	بەش يىل ئوقۇماق
to rest for ten minutes	ئون مىنۇت دەم ئالماق

3. Counting Measure Words and Measuring Measure Words

(ساناق مقدارلىرى ۋە ئۆلچەم مقدارلىرى)

According to their meaning, Object Measure Words are further

divided into:

a) Counting Measure Words

b) Measuring Measure Words

a) Counting Measure Words. Measure Words which indicate the actual units of countable objects belong to the Counting Measure Words. There are not as many Counting Measure Words in Uyghur as in Chinese, because, in Uyghur, it is possible to express directly, by means of only a numeral, the quantity of a great many countable objects. For example:

a/one river	بىر دەريا	four horses	تۆت ئات
five mountains	بەش تاغ	two desks	ئىككى جوزا
two aeroplanes	ئىككى ئايروپىلان		

In Uyghur only a few Counting Measure Words are encountered, such as:

نەپەر (indicating a 'person' unit) e.g.:

two students	ئىككى نەپەر ئوقۇغۇچى
five soldiers	بەش نەپەر جەڭچى

دانە (indicating a unit for various articles and equipment) e.g.:

one plate	بىر دانە تەخسە
four chairs	تۆت دانە ئورۇندۇق

تۈپ (indicating a unit for plants) e.g.:

an apple tree	بىر تۈپ ئالما
two heads of Chinese cabbage	ئىككى تۈپ بەسەي

تال (indicating a unit for elongated things and some fruits) e.g.:

a beam/girder	بىر تال لىم
a piece/length of rope	بىر تال ئارغامچا
two apples	ئىككى تال ئالما
ten apricots	ئون تال ئۆرۈك

پارچە (indicating a unit for flat things) e.g.:

two books	ئىككى پارچە كىتاب
one letter	بىر پارچە خەت
one manuscript	بىر پارچە ماقالە

Furthermore, **the Measure Words 'نەپەر' and 'دانە'** are not usually used, unless occasionally with stylistic significance.

b) Measuring Measure Words. Measure Words which indicate units for calculating measurement, other than units for calculating non-countable objects and the actual units of countable objects, belong to the measuring Measure Words. For example:

a bucket of water	بىر چېلەك سۇ
a 100 km journey	يۈز كىلومېتىر يول
a box of matches	بىر قاپ سەرەڭگە
a gallon/drum of oil	بىر گاللون ماي
a bag of flour	بىر خالتا ئۇن
a class of students	بىر سىنىپ ئوقۇغۇچى
a bottle of beer	بىر بوتۇلكا پىۋا
a carload of people	بىر ماشىنا ئادەم
five jing of meat	بەش جىڭ گۆش
a flock of sheep	بىر قورۇ قوي

§3 Grammatical Characteristics of Measure Words

(مىقدارنىڭ گراممماتىك خۇسۇسىيىتى)

1. Because Measure Words are a class of words which indicate units of calculation, they are *usually combined with numerals and used in the form of Numeral-Measure Word phrases*. Therefore, when we speak of the grammatical characteristics of Measure Words we are basically talking about the grammatical characteristics of Numeral-Measure Word phrases. Numeral-Measure Word phrases possess the following characteristics:

1) Numeral-Measure Word phrases — i) are produced by *Cardinal Numerals and Approximate Numerals serving as qualifiers to Measure Words*. ii) When Approximate Numerals formed by means of the suffix 'چە_' or 'دەك_//تەك_' and Distributive Numerals are combined with a Measure Word, the numeral suffix is transferred to the measure word; iii) when Approximate Numerals constructed

by means of the words 'يېقىن' and 'ئارتۇق' are combined with a measure word, the words 'يېقىن' and 'ئارتۇق' are attached to the measure word. For example:

i)	five lengths/pieces (of rope)	بەش تال (ئارغامچا)
	twenty mu (of land)	يىگىرمە مو (يەر)
	two jing (of meat)	ئىككى جىڭ (گۆش)
	(to go) twice/two times	ئىككى قېتىم (بارماق)
	several metres (of cloth)	نەچچە مېتىر (رەخت)
	two or three (trees)	ئىككى ـ ئۈچ تۈپ (دەرەخ)
ii)	approximately one dish (of water)	بىر چىنىچە (سۇ)
	about two hundred grams (of fat)	تۆت سەردەك (ياغ)
	(to stay for) about two months	ئىككى ئايچە (تۇرماق)
	(to write) one (article) each	بىر پارچىدىن (ماقالە يازماق)
	(to go) two times each	ئىككى قېتىمدىن (بارماق)
iii)	more than two jing (of meat)	ئىككى جىڭدىن ئارتۇق (گۆش)

It is also possible for certain Ordinal Numerals to qualify Measure Words and produce Numeral-Measure Word phrases. For example:

(to go) a second time	ئىككىنچى قېتىم (بارماق)
the first showing (of a film)	بىرىنچى مەيدان (كىنو)

2) When Numeral-Measure Word phrases are dependent on nouns or noun phrases, they act as qualifiers in the sentence, and when dependent on verbs or verb phrases, they act as adverbial modifiers. For example:

five lengths/pieces of rope	بەش تال ئارغامچا
ten jing of sheep's fat	ئون جىڭ قوي مېيى
two tins of red paint	ئىككى قۇتا قىزىل رەڭ
to study for five years	بەش يىل ئوقۇماق
to attend three times	ئۈچ قېتىم قاتناشماق

3) When a Numeral-Measure Word phrase is combined with the 3rd person ownership-dependent nominal suffix, it is pronominalized and functions as a noun representing a numerable portion (expressed by that Numeral-Measure Word phrase) of an object known from the context, or an object expressed by a noun acting

as a qualifier in the possessive case. For example:

جەمئىي تۆت تونىا كۆمۈر ئىكەن، **ئۈچ تونىنىڭ** سەن ئال، **بىر تونىنىڭ** مەن ئالاي.

There are four tonnes of coal altogether; you take three tonnes of it and I'll take one (tonne of it).

بۇ ياغاچلارنىڭ **ئون تېلى** قارىغاي، **بەش تېلى** تېرەك، **سەككىز تېلى** قارىياغاچ.

Ten of these pieces of timber are pine, five pieces are poplar and eight pieces are elm.

بۇ يەرنىڭ **بەش موسىغا** بۇغداي، **بەش موسىغا** شال تېرىيمىز.

We will plant wheat on five mu of this land and rice on five mu of it.

In Uyghur, when the cost of objects per measure unit is being talked about, the pronominalized form of the Numeral-Measure Word phrase, produced by combining that measure word with the numeral 'بىر' (one), is used and, in many cases, the numeral 'بىر' is omitted and only the measure word itself occurs. For example:

بۇ نەشپۈتنىڭ (بىر) **جىڭى** نەچچە پۇل؟

How much are these pears per jing?

بۇ رەختنىڭ (بىر) مېتىرى ئالتە يۈەن ئىكەن.

This material is six yuan per metre.

How much are eggs apiece? تۇخۇمنىڭ (بىر) **دانىسى** قانچە پۇل؟

2. *Some measure words are adverbialized by the addition of the suffix 'ـلاپ//ـلەپ' and act as adverbial modifiers, dependent on verbs.* They indicate that the action expressed by the verb is carried out according to that measure. For example:

كېسەل **جىڭلاپ** كىرىپ، **سەرلەپ** چىقىدۇ. (ماقال)

Illness comes in in pounds and goes out in ounces. (proverb)

The enemy armies began to be wiped out دۈشمەن قوشۇنلىرى **تۈەنلەپ**، **شىلاپ** يوقىتىلىشقا باشلىدى. by regiments and (by) divisions.

بىر شەھەردە بولساقمۇ، بەزىدە **ئايلاپ** كۆرۈشەلمەي قالىمىز.

Even though we are in the same city, we are sometimes unable to see each other for months on end.

بۇ نەرسە بىزدە كۆپ، **ماشىنىلاپ** توشۇپمۇ تۈگىتەلمەيسەن.

We have a great deal of this stuff, even if you carry it away by the truckload, you won't be able to get to the end of it.

In almost all Uyghur grammar books, **Measure Words** are not considered to be a word group, but, just as we have seen above, there are quite a few Measure Words in Uyghur. Whether semantically, or grammatically, they possess unique characteristics and are fully qualified to be a separate word group. If Measure Words are not distinguished as a word group in grammar, firstly, a situation arises in which a great many proper Measure Words such as: 'تونا', 'كىلوگرام', 'سەر', 'مىسقال', 'چاقىرىم',[46] cannot be put into any word group, because they differ from nouns in not indicating an object and in not inflecting according to number, ownership-dependence and case; they differ from numerals in not indicating a specific number of objects; they differ from adjectives in being qualified by numerals and not inflecting according to degree; and it is even more impossible to put them into other word groups.

Secondly, it is impossible to give an explanation of the grammatical relationship of two nouns coming one after the other in such phrases as: 'بىر ماشىنا كۆمۈر' (a truckload of coal), 'ئىككى ساندۇق كىتاب' (two trunkloads of books), 'بىر قوشۇق دورا' (a spoonful of medicine), because, in Uyghur, nouns in the nominative case can only serve as qualifiers to nouns which express an object that, in some sense, belongs to the same type as themselves.

Thirdly, in such phrases as 'بىر چىنىچىلىك ماي' (approximately one dish of oil), 'بىر خالتىدەك ئۇن' (around a sackful of flour), 'ھەر قېتىمدا بىر قوشۇقتىن ئىچمەك' (to drink one spoonful each time), it is not possible to give the words 'چىنىچىلىك', 'خالتىدەك' and 'قوشۇقتىن' an explanation which expresses approximate and distributive meanings rather than expressing the meanings of equivalence case, similitude case and ablative case. **These problems can only be solved if a word group is divided off which consists solely of Measure Words.**

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[46] The author also includes in this list the words 'چىمدىم' (a pinch) and 'چىشلەم' (a mouthful), but these are basically nouns and therefore belong to the role-shifted measure words.

Chapter 7
ADVERBS
(رەۋىش)

§1 A Definition of Adverbs
(رەۋىشنىڭ مەنىسى)

Adverbs are the group of words which indicate the action and circumstances related to the characteristic features of an object. When we say 'the action and circumstances connected to the characteristic features of an object', such things as the time, place, means, state and quality of an action, and the degree of the characteristic features of an object, are included. For example:

deliberately, intentionally	قەستەن	today	بۈگۈن
completely, extremely, really, too	تازا	yesterday	تۈنۈگۈن
this year	بۇ يىل	last year	بۈلتۇر
beforehand, in advance	ئالدىنئالا	now, presently	هازىر
just, just now	بايا	just now	هېلى
always, eternally, for ever	مەڭگۈ	(over) there	نېرى
all (through the) winter	قىشچە	(over) here	بېرى
generally, on the whole	ئومۇمەن	completely	سەللىمازا
bravely/fearlessly/heroically	مەرتلەرچە	extremely, very	ناھايىتى
leisurely, light-heartedly	ئارامخۇدا	extremely, most	ئەڭ
in unison, simultaneously	قولمۇقول	extremely, very	خويمۇ
firmly, tightly	چەمبەرچاس	really, very	تولىمۇ

§2 Classification of Adverbs According to Meaning
(رەۋىشنىڭ مەنە بويىچە تۈرگە بۆلۈنۈشى)

Adverbs are divided into the following types according to their meaning:

1. Adverbs of Time (ۋاقىت رەۋىشلىرى)

today	بۈگۈن	yesterday	ئەتە
the day after tomorrow	ئۆگۈنلۈككە	this year	بۇ يىل

in three days time	ئۈندىنلىققا	next year	كېلەر يىلى
at once, immediately	دەرھال	last year	بۈلتۇر
all summer (long)	يازىچە	all winter (long)	قىشچە
just (now), in a little while	هېلى	just now	ئابايا
for the time being, temporarily	هازىرچە	now	هازىر
after, afterwards, later	كېيىن	before, previously	بۇرۇن
always, eternally, forever	مەڭگۈ	always	هامان
always, frequently, often	هەر دائىم		

2. Adverbs of Place (ئورۇن رەۋىشلىرى)

aside, over there, there	نېرى	forward[47]	ئىلگىرى
close, here, over here	بېرى	backwards	ئارقىغا
outside	تاشقىرىدا/تاشقىرىغا[48]	there, thither[49]	ئاندا
above, up	يۇقىرىدا/يۇقىرىغا	here, hither	مۇندا

3. Adverbs of Degree (دەرىجە رەۋىشلىرى)

extremely, very	ناھايىتى	really, very	تولىمۇ
completely, extremely, very	ئىنتايىن	extremely, very	خويمۇ
fairly, quite, rather, very	خېلى	completely	سەللىمازا
a little, slightly, somewhat	سەل	even more so	تېخىمۇ
in a little while, in a moment		سەل-پەل[50]	

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[47] This is only used in an abstract directional sense and is equivalent to 'ئالدىغا', e.g.: خىزمەتنى ئىلگىرى سۈرمەك 'to carry work forward/to advance the work'. ('ئىلگىرى' is more commonly used as an adverb of time, in the sense of 'before' or 'ago'.)

[48] The author gives the forms 'تاشقىرى' and 'يۇقىرى' but these are in fact nouns and can only be used as adverbial modifiers in the locative or dative case forms. e.g.:

to go outside	تاشقىرىغا چىقماق	to sit outside	تاشقىرىدا ئولتۇرماق
He went upstairs.	پەلەمپەي بىلەن يۇقىرىغا چىقتى.	to look up	يۇقىرىغا قارىماق
the above-mentioned problems			يۇقىرىدا ئېيتىلغان مەسىلىلەر
(i.e. the problems mentioned above)			

[49] For example: 'Come on, let's go there.' — يۈرۈك، ئاندا بارايلى.

[50] e.g.: 'I'll get up and come in just a moment.' — مەن سەل ـ پەل تۇرۇپ كېلىمەن.

a little, slightly, somewhat	سەل ـ پەل[51]
completely, entirely	پۈتۈنلەي
absolutely, completely, categorically, thoroughly	ئۈزۈل ـ كېسىل

4. Adverbs of Manner (هال رەۋىشلىرى)

bravely, determinedly	باتۇرلارچە	actively	پائال
with a bang, with a clap	پاققىدە	with a swish	شارتتىدە
with a flash, with a sparkle			ۋاللىدە
like a farmer			دېھقانچىسىغا
in form or appearance, going through the motions			شەكلەن
brutally, cruelly, ferociously, terribly			ۋەھشىلەرچە
deliberately, for a reason, intentionally, on purpose			قەستەن

§3 Grammatical Characteristics of Adverbs
(رەۋىشنىڭ گراممماتىك خۇسۇسىيىتى)

1. Adverbs basically do not inflect. It is possible for a few adverbs *to combine with the suffix* '-راق//-رەك' and to have a slightly weakened meaning. For example:

	ھېلى — ھېلىراق
just now, in a little while — a little while ago, in a while	
just now — a little while ago	بايا — بايا‌راق
(over) here — a little closer	بېرى — بېرىراق
(over) there — a little further away	نېرى — نېرىراق
actively — fairly actively	پائال — پائالراق
afterwards, later — a little later	كېيىن — كېيىنرەك

2. Adverbs function as adverbial modifiers in the sentence and are dependent on the verbs, adjectives and adverbs with which they are combined. For example:

[51] e.g.: 'I've put on a bit of weight.' — مەن سەل ـ پەل سەمرىپ قالدىم.

Dependent on Verbs

to come today	بۈگۈن كەلمەك
to go now	هازىر بارماق
never to be forgotten	مەڭگۈ ئۇنتۇلماسلىق
to sit (over) there	نېرى ئولتۇرماق

Dependent on Adjectives

extremely good	ناھايىتى ياخشى	most difficult	ئەڭ قىيىن

Dependent on Adverbs

very early	ناھايىتى بالدۇر	a little later	سەل كېيىن

Adverbs are not dependent on nouns. This is an important guage for distinguishing adjectives and adverbs.

3. Adverbs are able to subordinate to themselves specific adverbs of degree as adverbial modifiers. For example:

(to go) a little later	سەل كېيىن (بارماق)
(to begin) extremely early	ناھايىتى بالدۇر (باشلانماق)

It is sometimes possible for certain adverbs to subordinate to themselves directional (dative) case or ablative case nouns, or words functioning as nouns. For example:

Stand a little further away from the vehicle.	ماشىنىدىن نېرىراق تۇر.
I spoke after Ähmät	ئەخمەتتىن كېيىن مەن سۆزلىدىم.
Ähmät spoke in response to him.	ئۇنىڭغا جاۋابەن ئەخمەت سۆزلىدى.

4. It is possible for certain adverbs to be nominalized and used in place of a noun. For example:

بۈگۈنكى ئىشنى ئەتىگە قالدۇرما.

Don't leave today's work till tomorrow.

Starting بۈگۈندىن باشلاپ چۈشتىن كېيىن سائەت ئىككىدە ئىشقا چۈشىمىز.
from today we will begin work at two o'clock in the afternoon.

بۈلتۇردىن تارتىپ هازىرغا قەدەر كۈندە شۇنداق.

It has been like that every day from last year until now.

§4 Adverbialized Words and Phrases

(رەۋىشلەشكەن سۆز ـ ئىبارىلەر)

1. In the Uyghur language, situations are frequently encountered in which words from word classes other than Adverbs, especially certain grammatical forms of nouns, or certain syntactical noun compounds, are adverbialized. Although some such words and phrases are similar in form to other words or phrases (for example, nouns or noun phrases), nevertheless, in reality, they only function as adverbs; for example, although the phrase 'هەر ۋاقىت' is similar to such noun phrases as 'هەر ئادەم' (everybody, everyone), 'هەر مىللەت' (every nation) and 'هەر ئۆي' (every house), in reality it acts only as an adverb (always, constantly). **Others occur in their own role in certain contexts and in an adverbial role in other contexts.** For example, although the word 'كېچىسى' in the phrase 'قەشقەر كېچىسى' (a Kashgar night) occurs in its own role indicating a 3rd person ownership-dependent meaning, in the sentence:

بۇنداق ھايۋانلار **كېچىسى** ھەرىكەت قىلىدۇ.

Such animals are active at night.

the word '**كېچىسى**' is an adverb. **We distinguish such words and phrases from proper adverbs and call them adverbialized words and phrases.**

In Uyghur, numerous *time words combined with the 3rd person ownership-dependent nominal suffix, or qualified by other words*, function as adverbs. For example:

by day, in the daytime	كۈندۈزى	at night	كېچىسى
on a winter's day	قىش كۈنى	in autumn	كۈز پەسلى
on a summer's day	ياز كۈنى	one year	بىر يىلى
daily, every day			ھەر كۈنى
yearly, every year			ھەر يىلى
on a previous day, the previous day			ئۆتكەن كۈنى
last year, in the previous year			ئۆتكەن يىلى

In Uyghur, there are also many *repeated nouns with the infix 'مۇ' between them, that function as adverbs*. Such nouns generally serve

to indicate the sense of 'not excepting even one of the many things expressed by that noun'. For example:

from house to house, from door to door, room by room			ئۆيمۇئۆي
from street to street, street by street			كوچىمۇكوچا
from yard to yard, yard by yard/from house to house			ھويلىمۇھويلا
year by year, from year to year			يىلمۇيىل
month by month, from month to month			ئايمۇئاي
hour by hour	سائەتمۇسائەت	line by line	قۇرمۇقۇر

A few such adverbialized expressions have turned into adverbs entirely and, in some of them, phonetic changes have taken place. For example:

today	بۈگۈن (بۇ كۈن)	this year	بۇ يىل
ahead, forward	ئالغا (ئالدىغا)	all at once, suddenly	بىردىن
suddenly, unexpectedly			تۇيۇقسىزدىن
anew, afresh, from the beginning/scratch			يېڭىۋاشتىن (يېڭى باشتىن)
in unison, simultaneously			قولمۇقول

§5 Adverb-formation Suffixes

(رەۋىش ياسىغۇچى قوشۇمچىلار)

◊ — ـلارچە//ـلەرچە

This suffix is *attached to certain nouns and adjectives acting as nouns*. It forms Adverbs which indicate that a particular action is carried out in a manner specific to the object expressed by that noun. For example:

in the same way as an older brother, like an older brother	ئاكىلارچە
humanely	ئىنسانلارچە
in a brotherly way, in a comradely manner	قېرىنداشلارچە
heroically (a political term)	قەھرىمانلارچە
brutally, cruelly, ferociously, terribly	ۋەھشىلەرچە
foolishly, stupidly	ئەخمەقلەرچە

◊ — ـچىلاپ//ـچىلەپ

***When attached to certain nouns*, this suffix forms adverbs which indicate that a particular action is carried out in a similar way to**

the action of the object expressed by that noun. For example:

(to crow) like a cock	خوراز چىلاپ (چىللماق)
(to swim) like a frog	پاقىچىلاپ (ئۈزمەك)
(to bleat) like a goat	ئۆچكىچىلەپ (مەرىمەك)

◊ — ـچىسىغا//ـچىسىگە

When attached to certain nouns, **this suffix forms Adverbs which indicate that a particular action is carried out in a manner that is specific to the object expressed by that noun**. For example:

(to bind [something]) like a farmer	دېھقانچىسىغا (يۆگىمەك)
(to tie [someone/sth.] up) like a soldier	ئەسكەرچىسىگە باغلىماق
(to speak) like a storyteller	مەددىاچىسىغا (سۆزلىمەك)

◊ — ـلاپ//ـلەپ

Apart from adverbializing Numerals and Measure Words (see Chapter 5, *Numerals*, and Chapter 6, *Measure Words*), this suffix, *when attached to certain adjectives*, also adverbializes them and, *when attached to certain nouns or noun phrases*, forms Adverbs which indicate that a particular action is carried out by means of the object expressed by that noun. For example:

(to produce) in large quantities	كۆپلەپ (ئىشلەپچىقارماق)
(to examine) in detail	ياخشىلاپ (تەكشۈرمەك)
(to hold) with both hands	قوللاپ (تۇتماق)
(to flee) apace [lit. on four feet][52]	تۆت ئاياغلاپ (قاچماق)

◊ — ـئىدە

When attached to certain Imitative Words,[53] **this suffix forms Adverbs indicating that a particular action is carried out in the way expressed**

[52] Note also the adverbialized forms 'كۈنلەپ' (for days) and 'يىللاپ' (for years/ long-term).

[53] I have chosen to use the term 'imitative word' rather than 'onomatopoeic word' for 'تەقلىد سۆز', because in Uyghur, such words may refer to feelings and to sensory perceptions other than sounds.

by that imitative word. (When this suffix is attached to an imitative word, the final sound of the imitative word is repeated). For example:

	جىغغىدە قىلماق
to jump, to miss a beat (of the heart, from fear, anxiety, etc.)	
(to sit) dejectedly	لاسسىدە (ئولتۇرۇپ قالماق)
(to light up) with a flash	ۋاللىدە (يانماق)
(to put [sth.] down) with a slam or a bang [i.e. in anger]	تاققىدە (قويماق)
(to get up) suddenly, (to stand up) with a start	دىككىدە (تۇرماق)

◊ — ـئى

When attached to Adjectives which have been formed by the addition of the suffix 'ـلىق//ـلىك//ـلۇق//ـلۈك' to certain time nouns, **this suffix forms Adverbs which indicate that time**. For example:

in summer, in the summertime			يازلىقى
in winter, in the wintertime			قىشلىقى
in spring, in the springtime			ئەتىيازلىقى
in autumn, in the autumn	كۈزلۈكى	every day	كۈنلۈكى
at noon, every noon	چۈشلۈكى	in the evenings	كەچلىكى

◊ — ـئەن

This suffix has been assimilated from Arabic and, *when attached to certain nouns which have entered the language from Arabic,* it forms Adverbs which indicate that a particular action is carried out according to the concept expressed by that noun. For example:

apparently, in appearance, in form, ostensibly	شەكلەن
according to content or meaning, meaningfully	مەزمۇنەن
deliberately, intentionally, on purpose	قەستەن
generally, on the whole	ئومۇمەن
in reply, in response, in return	جاۋابەن
completely, entirely, fully	تامامەن

◊ — ـچه

***When attached to certain adverbs of time*, this suffix forms Adverbs which indicate the range of the time expressed by that adverb**. For example:

briefly, for the time being, temporarily	هازىرچه
during the course of today, today	بۈگۈنچه
during the course of this year, for this year, this year	بۇ يىلچه
a bit later, in a moment, soon after	كېيىنچه

◊ — ـئىچه

***When attached to certain adverbs of time*, this suffix forms Adverbs which indicate the concept of the duration of the time expressed by that adverb**. For example:

all through the winter, all winter, all winter long	قىشىچه
all summer, all through the summer, all summer long	يازىچه
all night, all through the night, all night long	كېچىچه

◊ — ـئانه[54]

***When attached to certain adjectives*, this suffix adverbializes them and, when attached to certain nouns, forms Adverbs which indicate that a particular action is carried out in a manner that is specific to the type of person expressed by that noun**. For example:

fairly, unselfishly, willingly	خالىسانه
brutally, cruelly, ferociously	ۋەھشىيانه
bravely, heroically	باتۇرانه
foolishly, stupidly	ئەخمىقانه
victoriously	غالىبانه
in a friendly manner	دوستانه

[54] I have added this suffix as it has not been included by the author.

Chapter 8
PRONOUNS
(ئالماش)

§1 A Definition of Pronouns
(ئالماشنىڭ مەنىسى)

Pronouns are a class of words which take the place of nouns, adjectives, numerals, numeral-measure words, and adverbs, but instead of expressing explicitly the objects, or the quality, number or measure unit of the objects, or states connected with the action of the objects, they express them in some respect as a generalization. e.g., the pronoun '**مەن**' (I) takes the place of a noun, but rather than indicating a specific person, it indicates any person who stands in the place of the speaker (the 1st person). The pronoun '**ھەرقانداق**' (any, every, whichever) takes the place of an adjective, but rather than expressing a particular quality, it indicates every kind of quality, completely without exception. The pronoun '**ھەممە**' (all) takes the place of a numeral or numeral-measure word phrase, but it does not indicate a specific numeral or measure unit plus numeral. The pronoun '**ھەرقاچان**' (whenever) takes the place of an adverb of time, but instead of indicating a particular time, it indicates any time within a certain range.

§2 Types of Pronoun
(ئالماشنىڭ تۈرى)

Pronouns are divided into the following **seven types** according to their meaning:

1. Personal Pronouns (شەخس ئالماشلىرى) **[See §4]** e.g.:

I	مەن	we	بىز
you (sg. ordinary)	سەن	you (pl. ordinary)	سىلەر
he, she	ئۇ	...	

2. Demonstrative Pronouns (كۆرسىتىش ئالماشلىرى) **[See §5]** e.g.:

this	بۇ	*this*	ماۋۇ
that	ئۇ	that (... over there)	ئاۋۇ
that	شۇ	...	

3. Interrogative Pronouns (سوئال ئالماشلىرى) **[See §6]** e.g.:

who	كىم	how, what kind of	قانداق
what	نېمە	when	قاچان

4. Reflexive Pronouns (ئۆزلۈك ئالماشلىرى) **[See §7]** e.g.:[55]

myself	ئۆزۈم	himself, herself	ئۆزى
yourself (sg. ordinary)	ئۆزۈڭ	ourselves	ئۆزىمىز

5. Comprehensive Pronouns (بەلگىلەش ئالماشلىرى) **[See §8]** e.g.:

all	ھەممە	everybody, everyone	ھەركىم
all	بارلىق	always, at all times	ھەرقاچان

6. Negative Pronouns (بولۇشسىزلىق ئالماشلىرى) **[See §9]** e.g.:

no one, anyone	ھېچكىم	no kind of, any	ھېچقانداق
nothing, anything	ھېچنېمە		

7. Indefinite Pronouns (ئېنىقسىزلىق ئالماشلىرى) **[See §10]** e.g.:

someone (or other)	كىمدۇر
some ... or other, for some reason (or other)	قانداقتۇر
something (or other)	نېمىدۇر
someone (or other)	ئاللىكىم

§3 Grammatical Properties of Pronouns

(ئالماشنىڭ گراممماتىكىلىق خۇسۇسىيىتى)

The distinguishing of Pronouns as a special word class has been based on common lexical and semantic characteristics such as the fact that they do not explicitly express the quality, number, or measure of objects, or the states related to the action of those objects, but they express a certain generalization. This word class,

[55] Since the book was published, the spelling rules have changed again (see the author's footnote on p. 193 of the Uyghur text) and the written forms are now as I have given them rather than with the vowel 'ە', although the 'ـەم', 'ـەڭ' forms are used colloquially in Kashgar.

which consists of 'replacement words',[56] does not possess grammatical properties that are common to all its constituent pronouns.

Basically, pronouns possess all, or some of, the grammatical properties of the word class from which the word comes that they are replacing. Some types of pronoun also express grammatical characteristics that are unique to pronouns belonging to that type.

Therefore, it is only possible to clarify the grammatical properties of pronouns by an explanation of each and every pronominal type, with reference to specific pronouns. When discussing the grammatical properties of specific pronouns, we designate pronouns which take the place of nouns as **Noun Pronouns**, pronouns which take the place of adjectives as **Adjective Pronouns**, pronouns which take the place of numerals or numeral-measure word phrases as **Numeral-Measure Word Pronouns**, and pronouns which take the place of adverbs as **Adverb Pronouns**.

§4 Personal Pronouns

(شەخس ئالماشلىرى)

1. Personal Pronouns express an object abstractly, from the standpoint of the speaker, the hearer, and the person or object spoken about, therefore, firstly, they are divided into three persons:

1st person (speaker)	I شەخس (سۆزلىگۈچى)
2nd person (hearer)	II شەخس (ئاڭلىغۇچى)
3rd person (person or object spoken about)	III شەخس (سۆزلەنگۈچى)

These are further differentiated with respect to number, being divided into singular (بىرلىك) **and plural** (كۆپلۈك).[57]

[56] The root meaning of the word 'ئالماش' is 'an exchange or replacement'.

[57] The author states that it is only the 1st and 2nd person personal pronouns which are differentiated according to number, but, in fact, the 3rd person personal pronoun also has singular and plural forms, the plural being constructed in the regular way by the addition of the suffix 'ـلار', whereas the 1st and 2nd person forms use different words for singular and plural (but see point 3, subsection 2 on page 173).

The 2nd person is divided into four types which differ with regard to the type of address:

a) **Ordinary Type** (singular and plural) ئاددىي تۈر
b) **Refined (Polite) Type** (only singular) سىپايە تۈر
c) **Respectful Type** (singular and plural) ھۆرمەت تۈرى
d) **Disrespectful Type** (only plural) سەتلىمە تۈر

Of these, the Ordinary and Respectful Types are differentiated with respect to number, being divided into singular and plural. The Refined Type consists only of a singular form and the Disrespectful Type only of a plural form. Hence, personal pronouns include the following:

I 1st p. sg. pers. pr., (indicates the speaker) **مەن**

we 1st p. pl. pers. pr. (indicates a group including the speaker) **بىز**

you 2nd p. sg. ordinary personal pronoun **سەن**
(used in addressing the hearer in an ordinary way)

you 2nd p. sg. refined personal pronoun **سىز**
(used in addressing the hearer politely)

you 2nd p. sg. respectful pers. pr. **سىلى (ئۆزلىرى)**
(used in addressing the hearer respectfully)

you 2nd p. pl. ordinary pers. pr. **سىلەر**
(used in addressing two or more hearers, or a group of people including the hearer, in an ordinary way

you 2nd p. pl. disrespectful pers. pr. **سەنلەر**
(used in addressing two or more hearers, or a group including the hearer, in a disrespectful way)

you 2nd p. pl. respectful pers. pr. **ھەرقايسىلىرى (ھەربىرلىرى)**
(used in addressing two or more hearers, or a group including the hearer, respectfully

he/she/it 3rd p. sg. pers. pr. **ئۇ**
(indicates the person or thing being discussed)

they 3rd p. pl. pers. pr. **ئۇلار**
(indicates two or more people or things that are being discussed)

It is possible to demonstrate the above types of Personal Pronouns according to the following chart:

Uyghur Personal Pronouns

1st person	singular		مەن
	plural		بىز
2nd person	ordinary type	singular	سەن
	refined (polite) type		سىز
	respectful type		سىلى (ئۆزلىرى)
	ordinary type	plural	سىلەر
	respectful type		ھەرقايسىلىرى (ھەربىرلىرى)
	disrespectful type		سەنلەر
3rd person	singular type		ئۇ
	plural type		ئۇلار

In Uyghur, there are 1st person forms such as, 'پېقىر' (your lowly servant) or 'كېمىنىلىرى' (your humble servants), which are used as self-deprecatory designations, and 'جانابلىرى', which is used (sometimes in satire) in addressing a 2nd person in an especially respectful manner. These may also be counted as personal pronouns.

2. Personal Pronouns belong to the Noun Pronouns. They inflect according to case category and combine with postpositions, exactly like nouns. When the pronouns 'مەن', 'سەن' and 'ئۇ' are combined with certain case suffixes, certain phonetic changes occur. e.g.:

my مېنىڭ (not مەننىڭ) to you, for you ساڭا (not سەنگە)

from him, from her, from it, from that ئۇنىڭدىن (not ئۇدىن)

When the pronoun 'ئۇ' combines with the postpositions 'بىلەن' and 'ئۈچۈن' it takes the possessive case; when the pronouns 'مەن', 'سەن', 'بىز' and 'سىز' combine with those postpositions, they may either be in the nominative case or the possessive case. For example:

with him	ئۇنىڭ بىلەن	for him	ئۇنىڭ ئۈچۈن
with me	مەن بىلەن//مېنىڭ بىلەن	for me	مەن ئۈچۈن//مېنىڭ ئۈچۈن
with you	سەن بىلەن//سېنىڭ بىلەن	for you	سەن ئۈچۈن//سېنىڭ ئۈچۈن
with us	بىز بىلەن//بىزنىڭ بىلەن	for us	بىز ئۈچۈن//بىزنىڭ ئۈچۈن
with you	سىز بىلەن//سىزنىڭ بىلەن	for you	سىز ئۈچۈن//سىزنىڭ ئۈچۈن

Personal pronouns which have been inflected with case suffixes or combined with postpositions play the same role in the sentence as nouns inflected with the same cases or combined with the same postpositions. For example:

I am a worker, you are a student, and he is a white-collar worker. **(nominative)**
مەن ئىشچى، سىز ئوقۇغۇچى، ئۇ كادىر.

Ähkmät is a close friend of mine. **(possessive)**
ئەخمەت مېنىڭ يېقىن دوستۇم.

They did many helpful things for us. **(nominative + dative)**
ئۇلار بىزگە كۆپ ياردەملەرنى قىلدى.

Please go ahead, I'll guide you. **(nominative + accusative)**
يۈرسىلە، مەن سىلىنى باشلاپ باراي.

Do you have a spare ticket (on you)? **(locative)**
سەندە ئارتۇق بىلەت بارمۇ؟

I came one day later than him. **(nominative + ablative)**
مەن ئۇنىڭدىن بىر كۈن كېيىن كەلدىم.

Are these all the materials you have on you? **(locative-qualitative)**
سىلەردىكى ماتېرىياللارنىڭ ھەممىسى شۇمۇ؟

«تۈركىي تىللار دىۋانى» **بىزگىچە** يېتىپ كەلگەن ئەڭ قىممەتلىك يازما يادىكارلىقلارنىڭ بىرى.

'A Dictionary of Turkic Languages' is one of the most precious written relics that has come down to us. **(limitative)**

مەن خەنزۇچىنى **ئۇنىڭدەك** ياخشى يازالمايمەن.

I cannot write Chinese as well as he can. **(nominative + similitude)**

مېنىڭمۇ **سىزچىلىك** بىر ئىنىم بار.

I also have a brother the same age as you. **(possessive + equivalence)**

بىز ئۇلار بىلەن توپ مۇسابىقىسى ئۆتكۈزدۇق.

We took part in a ball match with them. **(nominative + nominative pronoun-postposition construction)**

سىز ئۇنىڭغا مەن توغرۇلۇق گەپ قىلدىڭىزمۇ؟

Did you talk to him about me? **(nominative + dative + nominative pronoun-postposition construction)**

I only came for your sake. مەن پەقەت **سىز ئۈچۈنلا** كەلدىم.
(nominative + nominative pronoun-postposition construction)

3. Personal pronouns differ from nouns in the following features:

1) They do not inflect according to ownership-dependent category. This point is related to their lexical meaning.

2) Also, apart from in the 3rd person, they do not inflect according to number category, because their plural forms have become fixed as separate words (lexical units). The pronoun **'بىز'** may also sometimes be encountered in the form **'بىزلەر'**, but its meaning does not change.

3) They cannot take qualifiers.

4) ***When they act as the subject*****, they require the person, number and type of address [i.e. degree of politeness] of the verbs which act as their predicates to be the same as their own** (The details of this will be discussed in **Chapter 11, §2,** ***The Person Category [of the Finite Verb]*****). Also,** ***when they act as qualifiers in the possessive case*****, they require the person, number and type of address of the**

nouns which they qualify to be the same as their own (This has been discussed in the subsection on ***The Possessive Case*** of the noun in **Chapter 3, §5).**

4. The sense of 1st and 2nd person personal pronouns which act as the subject is always known from the personal (finite) forms of the verbs which act as their predicates. Likewise, the sense of 1st and 2nd person personal pronouns which act as a qualifier is always known from the ownership-dependent form of the qualified noun. Therefore, 1st and 2nd person personal pronouns which act as the subject, or as a qualifier in the form of the possessive case, are only used in particularly emphatic circumstances; at other times they are omitted. For example:

— بۈگۈنكى يىغىنغا سىلەردىن كىم قاتنىشىدۇ؟

'Which of you will attend today's meeting?'

'*I* will attend.' — **مەن قاتنىشىمەن.**

We بۈگۈنكى يىغىنغا **بىز قاتناشمايمىز**، يېڭى ئوقۇغۇچىلار قاتنىشىدۇ. won't be attending today's meeting, the new students will (attend).

بۇ سىنىپتىن **سىلەرنىڭ سىنىپىڭلار** يورۇق ئىكەن.

Your classroom is brighter than this one.

سىزنىڭ لۇغىتىڭىزدەك لۇغەتتىن مەنمۇ بىرنى ئالىمەن.

I'm going to buy a dictionary like *yours*. (lit. like *your dictionary*)

In these sentences it is not possible to omit the personal pronouns which act as subject or qualifier, because they are specially emphasized (in the sentence 'مەن قاتنىشىمەن', 'مەن' expresses the main substance of the sentence; the 'بىز' in the sentence 'بىز قاتناشمايمىز' serves to accentuate 'يېڭى ئوقۇغۇچىلار' in the following clause; the personal pronouns in the phrases 'سىلەرنىڭ سىنىپىڭلار' and 'سىزنىڭ لۇغىتىڭىز' serve to highlight the words that they qualify).

— بۈگۈنكى يىغىنغا قاتنىشامسەن؟

'Are you going to attend today's meeting?'

'No, I'm not (going to attend).' — قاتناشمايمەن.

Your classroom is bright. سىنىپىڭلار يورۇق ئىكەن.

لۇغىتىڭىزنى كۆرۈپ باقايچۇ.

How about letting me have a look at your dictionary.

In these sentences the subjects and qualifiers have not been especially emphasized, therefore, the pronouns 'سەن' and 'مەن' which act as subjects in the first two sentences, and the pronouns 'سىلەرنىڭ' and 'سىزنىڭ' which act as qualifiers in the second two sentences, have been omitted.

§5 Demonstrative Pronouns

(كۆرسىتىش ئالماشلىرى)

1. Demonstrative Pronouns express or clarify objects, or various qualities and states, by means of a sign, or by a method linked to the context. For example:

1) Who is this? بۇ كىم؟

2) Our dormitory is in that apartment block. ياتقىمىز **ئاۋۇ** بىنادا.

3) We are also going to attend that meeting. **ئۇ** يىغىنغا بىزمۇ قاتنىشىمىز.

4) سەن قانداق بارساڭ، مەنمۇ **شۇنداق** بارىمەن.

However you go, I'll go like that too.

The pronoun 'بۇ' in sentence (1) serves to indicate a person pointed out by, and standing close to, the speaker; the pronoun 'ئاۋۇ' in sentence (2) serves to clarify an apartment block pointed out by and somewhat further from the speaker; the pronoun 'ئۇ' in sentence (3) serves to clarify 'يىغىن' by means of linking it to a sentence spoken previously; and the pronoun 'شۇنداق' in sentence (4) serves to indicate the quality of the action 'بارماق', by linking it to the previous clause.

2. The following **Demonstrative Pronouns** are used in Uyghur:

◊ — بۇ

(i) Firstly, this pronoun expresses, or clarifies, a nearby object indicated by the speaker, or that the hearer is also looking at. e.g.:

This is my (older) brother. بۇ مېنىڭ ئاكام.

This person is my older brother. بۇ ئادەم مېنىڭ ئاكام بولىدۇ.

بۇنى ئۆزۈمگە، بۇنى ئۇكامغا ئالدىم.

I bought this for myself and this for my younger brother.

I bought this book for myself and this dictionary for my younger brother. بۇ كىتابنى ئۆزۈمگە، بۇ لۇغەتنى ئۇكامغا ئالدىم.

بۇ ئەسەر بۇنىڭدىن 900 يىل بۇرۇن يېزىلغان.

This work was written 900 years ago.

(ii) Secondly, it expresses, or clarifies, a previously mentioned object which is close to, or considered to be close to, the speaker. e.g.:

I bought another of those dictionaries; I'll give this to my younger brother. ھېلىقى لۇغەتتىن يەنە بىرنى ئالدىم، بۇنى ئۇكامغا بېرىمەن.

يېقىندا مۇھىم بىر يىغىن ئېچىلىدۇ، بۇنىڭدىن خەۋىرىڭلار بارمۇ؟

An important meeting is to be held in the near future, do you know anything about it (/this)?

Tursun has written an article; it (/this article) will soon be published. تۇرسۇن بىر ماقالە يازدى، بۇ ماقالە يېقىندا ئېلان قىلىنىدۇ.

◊ —— ئۇ

(i) First of all, this pronoun expresses, or clarifies, an object which has been pointed out by another person and is somewhat distant from the speaker. For example

'Is this today's newspaper?' — بۇ بۈگۈنكى گېزىتمۇ؟

'No, that's an old one.' — ياق، ئۇ كونا گېزىت.

'Is this your book?' — بۇ كىتاب سېنىڭمۇ؟

'No, that (book)'s not mine.' — ياق، ئۇ كىتاب مېنىڭ ئەمەس.

(ii) Secondly, it expresses, or clarifies, a previously mentioned object which is somewhat distant from the speaker, or which the speaker considers to be so. For example:

I bought another of those dictionaries; I'm going to give it to my younger brother. ھېلىقى لۇغەتتىن يەنە بىرنى ئالدىم، ئۇنى ئۇكامغا بېرىمەن.

ئەپەندىم بىر يېزىغا بارغانىكەن، ئۇ يېزىنىڭ ئادەملىرى ئەپەندىگە ماختىنىشقا باشلاپتۇ. The Effendi had gone to a village; the people of that village began to vaunt themselves before the Effendi.

— يېقىندا بىر مۇھىم يىغىن ئېچىلىدۇ.

'An important meeting is to be held soon.'

— ئۇنىڭدىن مېنىڭمۇ خەۋىرىم بار. 'I've heard about that too.'

◊ —— شۇ

(i) Firstly, this pronoun expresses, or clarifies, affirmatively a distant object which has been asked about. For example:

— ئۇلارنىڭ ئۆيى ئاۋۇمۇ؟ 'Is their house that one over there?'

— ھەئە، شۇ (سېلىشتۇرۇڭ: ياق، ئۇ ئەمەس).

'Yes, that's it.' (Cf.: No, not that one.)

— سېنىڭ دېگىنىڭ ئوڭ تەرەپتىكىسىمۇ؟

'Did you say the one on the right hand?'

— ھەئە، شۇ (سېلىشتۇرۇڭ: ياق، ئۇ ئەمەس).

'Yes, that's what I said.' (Cf.: No, I didn't [say that].)

— ئالماقچى بولغىنىڭ مۇنۇ كىتابمۇ؟

'Is this the book you wanted to buy?'

— ھەئە شۇ كىتاب (سېلىشتۇرۇڭ: ياق، ئۇ كىتاب ئەمەس).

'Yes, that one.' (Cf.: No, not that book.)

(ii) Secondly, it expresses, or clarifies, affirmatively, or with particular emphasis, a distant object which has previously been mentioned, or which the hearer is also looking at, or has previous knowledge of. For example:

ياتاققا بارساڭ، تارتمامدا بىر كىتاب بار، شۇنى ئالغاچ كەل.

If you're going to the dormitory, there's a book in my drawer; please bring it when you come.

يېقىندا بىر يىغىن ئېچىلماقچى، شۇ يىغىنغا تەييارلىق كۆرۈۋاتىمىز.

A meeting is going to be held in the near future; we're preparing for that [meeting].

'Has Äkhmät come too?' — ئەخمەتمۇ كەلدىمۇ؟

ـــ شۇ كەلمىدى، قالغان ھەممىسى كەلدى.
'He hasn't come, but all the rest have.'
ـــ شۇ سوئالغىمۇ جاۋاب بېرەلمەمسەن؟
'Can't you answer that question either?'

(iii) Thirdly, when it occurs *as a component of a main clause*, it indicates an object which is explained in, or inferred from, the subordinate clause. For example:

شۇنى بىلىش كېرەككى، ھەر ئىشنىڭ چېكى بولىدۇ.
It is necessary to know (this), that there is a limit to everything.
Whoever is best, we'll choose that one/We'll choose whoever's best. كىم ياخشى بولسا، **شۇنى** سايلايمىز.

◊ ـــ ماۋۇ

This pronoun has been produced by the combination of the particle 'مانا' and the pronoun 'بۇ', which have become merged by undergoing phonetic changes. It is used as an intensified type of the pronoun 'بۇ' in its first meaning. For example:

ماۋۇنى ئۆزۈمگە، **ماۋۇنى** ئۈكامغا ئالدىم.
I bought *this one* for myself and *this one* for my younger brother.
I bought *this* book for myself and *this* dictionary for my younger brother. **ماۋۇ** كىتابنى ئۆزۈمگە، **ماۋۇ** لۇغەتنى ئۈكامغا ئالدىم.

This pronoun sometimes also occurs in the form 'ما', especially when it functions as a qualifier. For example:

مانى ئۆزۈمگە، **مانى** ئۈكامغا ئالدىم.
I bought *this one* for myself and *this one* for my younger brother.
I bought *this* book for myself and *this* dictionary for my younger brother. **ما** كىتابنى ئۆزۈمگە، **ما** لۇغەتنى ئۈكامغا ئالدىم.
سېنىڭ سېپسىپ قالغان كونا مەككورەڭ (مەپكۇرەڭ) **ما** زاماندا كارغا كەلمەيدۇ. (ت. سامساق)
'Your rotten old ideology is of no use in *these* times.' (T. Samsak)

◊ ـــ مۇنۇ

This is another pronoun which has been produced by the combination of the particle 'مانا' and the pronoun 'بۇ', which have become merged by undergoing phonetic changes. Besides (i) being used in the same way as the pronoun 'ماۋۇ', it also expresses (ii) the sense of 'the following' (تۆۋەندىكى). For example:

(i) I bought *this one* for myself and *this one* for my younger brother. **مۇنۇنى** ئۆزۈمگە، **مۇنۇنى** ئۈكامغا ئالدىم.
(i) I bought *this* book for myself and *this* dictionary for my younger brother. **مۇنۇ** كىتابنى ئۆزۈمگە، **مۇنۇ** لۇغەتنى ئۈكامغا ئالدىم.
(ii) We must pay attention to the following: 1) ...; 2) ... **مۇنۇلارغا** دىققەت قىلىشىمىز كېرەك: 1) ...؛ 2) ...

◊ ـــ ئاۋۇ

This pronoun has been produced by the combination of the particle 'ئەنە' and the pronoun 'ئۇ', which have become merged by undergoing phonetic changes. It expresses, or singles out, a somewhat distant object which has been indicated by the speaker. For example:

I bought this one for myself and that one over there for my younger brother. بۇنى ئۆزۈمگە، **ئاۋۇنى** ئۈكامغا ئالدىم.
Those that you can see standing over there in the distance are the No. 6 production team of this densely populated residential district. (Ä. Hashim) **ئاۋۇ** يىراقتا كۆرۈنۈپ تۇرغان كوگجۇم مەھەللە 6 ـ ئىشلەپچىقىرىش ئەترىتى. (ئە. ھاشىم)

This pronoun sometimes also occurs in the form 'ئا', especially *when it functions as a qualifier*. For example:

Those over there are the residential district's No. 6 production team. **ئا** مەھەللە 6 ـ ئىشلەپچىقىرىش ئەترىتى.
Please bring that dictionary over there and let me have a look (at it). **ئا** لۇغەتنى ئېلىپ بېقىڭا، كۆرۈپ باقاي.

The more the pronunciation of this pronoun is lengthened, the further away the indicated object is understood to be. For example:

That's our home, that one over there is Ähmät's family home and that one *way over there* is Tursun's family home. **ئاۋۇ** بىزنىڭ ئۆيى، **ئا...ۇ** ئەخمەتلەرنىڭ ئۆيى، **ئا.....ۇ** تۇرسۇنلارنىڭ ئۆيى.

◊ — مۇشۇ

This pronoun has been produced by the combination of the particle 'مانا' and the pronoun 'شۇ' and by contraction resulting from phonetic change.

(i) Firstly, it expresses, or clarifies, affirmatively a nearby object which has been asked about or is being searched for. For example:

— ئۇلارنىڭ ئۆيى ماۋۇمۇ؟
'Is *this* their house?'
— ھەئە، **مۇشۇ**.
'Yes, this is the very one.'
— سېنىڭ ئىزدىگىنىڭ ماۋۇ كىتابمۇ؟
'Is *this* the book you were looking for?'
— ھەئە، **مۇشۇ** كىتاب.
'Yes, this is the very book.'
تاپتىم، مېنىڭ ئىزدىگىنىم **مۇشۇ** ئىدى.
I've found it; this is the very thing I was looking for.

(ii) Secondly, it expresses or clarifies, in a particularly emphatic way, a nearby object which has been previously mentioned, or which the hearer is also looking at. For example:

ئازراق خالتا تەييارلاپ كەلدىم، **مۇشۇنى** ئۇكامغا ئالغاچ كەت.
I've brought a smallish parcel that I've prepared, (please) take *this* when you go to my younger brother.
I wasn't able to answer *this* question. **مۇشۇ** سوئالغا جاۋاب بېرەلمىدىم.
مۇشۇ قوغۇنلۇقنىڭ ھەممىسى ساڭا قارايدۇ، ئۆزۈڭ تاللاپ ئۈزۈۋال، باھار، — دەيتتىم. (ز. قادىر)
'The whole of *this* melon patch belongs to you, Bahar,' I used to say,'you can choose to pick them for yourself.' (Z. Kadir)

◊ — ئەشۇ (ئاشۇ)[58]

This pronoun has been produced by the combination of the particle 'ئەنە' and the pronoun 'شۇ' and by contraction resulting from phonetic change. It is used as an intensified type of the pronoun 'شۇ' in its first and second meanings. For example:

[58] 'ئاشۇ' is the form used in Kashgar.

— ئۇلارنىڭ ئۆيى ماۋۇمۇ؟
'Is *this* their house?'
— ھەئە، **ئەشۇ**.
'Yes, *that's the one*.'
— ئالماقچى بولغىنىڭ مۇشۇ كىتابمۇ؟
'Is *this* the book you intended to buy?'
— ھەئە، **ئەشۇ** كىتاب.
'Yes, *that's* the book.'
ياتاققا بارساڭ، تارتمامدا بىر كىتاب بار، **ئەشۇنى** ئالغاچ كەل.
If you're going to the dormitory, there's a book in my drawer, (please) bring it *(/that)* with you when you come.
— ئەخمەتمۇ كەلدىمۇ؟
Did Äkhmät come too?
— **ئەشۇ** كەلمىدى، قالغان ھەممىسى كەلدى.
He didn't come, but all the rest did.

◊ — ئۇشبۇ (شۇبۇ)

This pronoun is exclusive to literary language and, in different places, serves instead of the pronouns 'بۇ' or 'شۇ'. For example:

ئۇشبۇ خەت يولداش جۇرئەتكە تېگىدۇ.
This letter relates to Comrade Jürät. (Here it replaces 'بۇ')
مۇراد داستان ئۆچۈن داستان ئەمەستۇر.
يېتىلسە ئەلگە خىزمىتى **ئۇشبۇ** بەستۇر. (ئا. ئۆتكۈر)
The reason for writing an epic is not to write an epic,
If it is of service to the people, that is enough. (A. Ötkür)
(Here it replaces 'شۇ'.)

◊ — مەشە

This pronoun has been produced by contracting the phrase 'مۇشۇ يەر' (this very place) into a single word, and is still used in that sense.[59] For example:

مەن مەشەدە تۇغۇلۇپ، مەشەدە ئۆسكەن.
I was born in this very place and grew up right here.

[59] This pronoun is used in N. Xinjiang. 'مۇشۇ يەر' is used in Kashgar.

◊ — **ئەشە**

This pronoun has been produced by contracting the phrase 'ئەشۇ يەر'(that very place) into a single word, and is still used in that sense. For example:

Are you still *there*?/... in *that very place*? سەن ھېلىمۇ ئەشەدىمۇ؟

◊ — **مەيە (مايە)**[60]

This pronoun is a contraction of the phrase 'مۇنۇ يەر'(*this* very place) and is still used in that sense. For example:

مەيەگە كەلگىنە، ساڭا بىر گەپىم بار.

Please come *right* here, I've something to say to you.

3. Demonstrative Pronouns basically belong to the Noun Pronouns and possess the following characteristics:

1) They inflect according to number category and occur in singular and plural forms. For example:

this — these	بۇ — بۇلار	that — those	ئۇ — ئۇلار
that — those	شۇ — شۇلار	*this — these*	ماۋۇ — ماۋۇلار
this — these			مۇنۇ — مۇنۇلار
that (over there) —those (over there)			ئاۋۇ — ئاۋۇلار
this very — these very			مۇشۇ — مۇشۇلار
that very — those very			ئەشۇ — ئەشۇلار

2) They inflect according to case category. However, *when singular Demonstrative Pronouns are combined with case suffixes*, they only take possessive and accusative case suffixes directly. Before accepting the remaining case suffixes they first of all combine with the suffix '-نىڭ' .[61] For example:

[60] 'مايە' is the form used in Kashgar.

[61] (Author's footnote) We have not included the pronouns 'مەشە', 'ئەشە' and 'مەيە' here, because they behave in exactly the same way as nouns.

(بۇغا not) بۇنىڭغا	بۇنى	بۇنىڭ	**بۇ**
(بۇدىكى not) بۇنىڭدىكى	(بۇدىن not) بۇنىڭدىن	(بۇدا not) بۇنىڭدا	
(بۇچە not) بۇنىڭچە	(بۇغىچە not) بۇنىڭغىچە	(بۇدەك not) بۇنىڭدەك	
شۇنىڭغا	شۇنى	شۇنىڭ	**شۇ**
شۇنىڭدىكى	شۇنىڭدىن	شۇنىڭدا	
شۇنىڭچە	شۇنىڭغىچە	شۇنىڭدەك	
مۇنۇنىڭغا	مۇنۇنى	مۇنۇنىڭ	**مۇنۇ**
مۇنۇنىڭدىكى	مۇنۇنىڭدىن	مۇنۇنىڭدا	
مۇنۇنىڭچە	مۇنۇنىڭغىچە	مۇنۇنىڭدەك	

***Demonstrative Pronouns inflected with case suffixes* have the same meaning, and act in the same way, as nominal forms in the same case**. For example:

This is mine. بۇ مېنىڭ.	That is Äkhmät's. ئۇ ئەخمەتنىڭ.
That is good. شۇ ياخشى.	Who is *that*? مۇنۇ كىم؟
What is the name of this?	بۇنىڭ ئېتى نېمە؟
What is inside that?	ئۇنىڭ ئىچىدە نېمە بار؟
Yes, take that one.	ھە، شۇنى ئېلىڭ
Look at this.	بۇنىڭغا قارا.
	بۇ ئاۋۇنىڭدىن ياخشى ـ ھە.
This is better than that one over there, isn't it?	
It's in *that very one*.	ئەشۇنىڭدا بار.
Give this up./Abstain from this.	بۇنىڭدىن ۋاز كەچ.
Where is *this one's* medicine?	ماۋۇنىڭدىكى دورا قېنى؟
	بۇنىڭدەك لۇغەتنى تېپىش تەس.
It's difficult to find a dictionary like this one.	
You write *like this* too!	سىزمۇ مۇشۇنىڭدەك يېزىڭ.
	بۇنىڭچە بالىلار ئېتىزدا ئىشلەۋاتىدۇ.
Children like this are working in the fields.	
Where did you work till then?	ئۇنىڭغىچە نەدە ئىشلىدىڭ؟
This is the very thing I've been looking for.	مېنىڭ ئىزدىگىنىم مۇشۇ.

3) Certain old case forms of some Demonstrative Pronouns are used alongside the modern case forms. These old case forms are shown in the following chart:

Case	Old Case Forms of Demonstrative Pronouns				
nominative	بۇ	ئۇ	شۇ	مۇشۇ	ئەشۇ
dative	بۇڭا	ئاڭا	شۇڭا	—	—
locative	(بۇندا) مۇندا	(ئۇندا) ئاندا	شۇندا	—	—
ablative	مۇندىن (بۇندىن)	ئاندىن (ئۇندىن)	شۇندىن	—	—
locative qualitative	مۇندىكى (بۇندىكى)	ئاندىكى (ئۇندىكى)	شۇندىكى	—	—
limitative	—	ئاڭغىچە	شۇڭغىچە	—	—
similitude	مۇنداق (بۇنداق)	ئانداق (ئۇنداق)	شۇنداق	مۇشۇنداق	ئەشۇنداق
equivalence	مۇنچە// مۇنچىلىك// (بۇنچە// بۇنچىلىك)	ئانچە// ئانچىلىك// (ئۇنچە// ئۇنچىلىك	شۇنچە// شۇنچىلىك	مۇشۇنچە// مۇشۇنچىلىك	ئەشۇنچە// ئەشۇنچىلىك

(i) The similitude and equivalence case forms of demonstrative pronouns are mostly used in place of the modern similitude and equivalence case forms, while the modern forms of these pronouns are used very little. For example:

مۇنداق ئەھۋاللارغا دىققەت قىلىش كېرەك.

It is necessary to pay attention to such conditions as these.

مەن سېنى **مۇنچىلىك** كېچىكىدۇ دەپ ئويلىمىغان.

I didn't think you would be this late/...so late.

ھەي ئەخمەقلەر، **ئۇنداق** چوڭ قازان بولمىسا، سىلەرنىڭ كاۋاڭلارنى نېمىدە پىشۇرىدۇ؟ (نەسىردىن ئەپەندى لەتىپلىرى)

Hey, you idiots, what will anyone cook your pumpkin in if not in a big pan like that? (Näsirdin Effendi Anecdotes)

ئانداق قازانغا **مۇنداق** چۆمۈچ. (ماقال)

A ladle like this for a pot like that. (proverb)

[i.e. For every wrongdoing there is a just punishment.]

ئۇلارنىڭ ئۆيى **ئانچىلىك** چوڭ ئەمەس.

Their house is not as big as that.

ـــ ئەپەندىم، **شۇنداقمۇ** چوڭ قازان بولامدۇ؟ ـــ دەپ سورىشىپتۇ كىشىلەر.

'Effendi, will even such a big pan (نەسىردىن ئەپەندى لەتىپلىرى.

as that do?' the people asked. (Näsirdin Effendi Anecdotes)

...**شۇنداق** تۇگمەس ـ پۈتمەس خىياللار بىلەن كېچىچە پىيادە يۇرۇپ چاي مەھەلدە دوتەي يامۇلنىڭ ئالدىغا يېتىپ كەلگەن ئىدىم. (ز. قادىر)

With such unceasing thoughts as those I walked all night long and at breakfast time I arrived in front of the county chief's yamen [i.e. government office]. (Z. Ḳadir)

كىشىنى **شۇنچىمۇ** ساقلىتامسىز؟

Do you keep someone waiting just like that?

بىز كوپېراتىپىمىزنىڭ مۈلكىنى جېنىمىزدەك قوغداپ، **مۇشۇنداق** خامانىنى چەشلىيەلىدۇق. (ت. سامساق)

We defended the property of our co-operative as our own lives, in this way we were able to pile up grain.

سەن كۆرگەن **ئاشۇنداق** لۇغەتتىن مەندە يەنە بىرى بار.

I have another dictionary like the one you saw.

مۇشۇنچە كۆپ ئادەم نەگە سىغىدۇ؟

Where can so many people be accommodated?

As is the camel, so will its sores be. (The bigger the camel, the bigger its saddle sores.) (proverb) تۆگە قانچىلىك ، يېغىرى **شۇنچىلىك**. (ماقال)

(ii) When the forms 'مۇنچە', 'بۇنچە', 'شۇنچە', or 'مۇنچىلىك', 'بۇنچىلىك', 'شۇنچىلىك', 'ئانچىلىك' are intensified, they may also occur as 'مۇنچۇالا', 'بۇنچۇالا', 'شۇنچۇالا', or 'ئانچۇالا'. For example:

مۇنچۇالا كۆپ ئادەم نەگە سىغدۇ؟

Where can *so many* people be accommodated?

شۇنچۇالا ئېگىز يەرگە قانداق چىقتىڭ؟

How did you climb up to *such* a high place?

ئانچۇالا ۋارقىراشنىڭ نېمە ھاجىتى بار؟

Is there any need for *such* shouting.

(iii) The form 'مۇنداق (بۇنداق)' is also used in the sense of 'like the following' (تۆۋەندىكىدەك). For example:

مۇسسۇلىنى ئۇخلىيالمىدى، ئۇ چۈش كۆردى، چۈشىدە **مۇنداق** بىر ئىش كۆردىمى ... (ل. مۇتەللىپ)

Mussolini was unable to sleep; he had a dream; in the dream he saw something like this/ ... like the following: ... (L. Mutällip)

ئۇ ئۆز ئۆزىگە **مۇنداق** دېدى: «ياق، مۇنداق بولۇشى زادى مۇمكىن ئەمەس».

He said to himself as follows: 'No, it simply isn't possible to be like this'.

(iv) The forms 'شۇنداق' and 'شۇنچە' also serve to intensify certain adjectives. For example:

سەن ئۇلارنىڭ بېغىنى كۆردۈڭمۇ، **شۇنداق** چىرايلىق.

Have you seen their garden? It's *so* beautiful.

باغدا چىنار، تاغدا كۆرسەم قارىغاي،
يەردە مەشئەل، تاڭدا چولپان، كۆكتە ئاي،
كېلىدۇ جۇ زۇڭلى كۆزۈم ئالدىغا،
شۇنچە ئاددىي، **شۇنچە** تەمكىن، خۇش چىراي. (ئا. خوجا)

In the garden I see plane trees; on the mountain — pines,
On the earth — a torch; at dawn — Venus; in the sky — the moon.
Zhou Zungli comes before my eyes,
His radiant face *so* simple, *so* calm. (A. Khoja)

(v) 'بۇڭا' and 'ئاڭا' — These are used in poetry in the same way as their modern dative case counterparts. For example:

كېسىپ چاپ دۈشمىنىڭنىڭ بېشىنى قويما يۈرتۇڭدا،
بۇڭا تەكلىپ قىلۇر قەلبىڭدە ۋىجدانىڭ شولاسى. (نىم شېھىت)

Having hacked off the head of your enemy, do not let it remain in your hometown; To this the light of conscience in your heart invites you. (Nim Shehit)

جەمئىيىتىم ئايرىدى ساڭا بىر بۆلۈم خىزمەت.
مۇمكىن ئەمەس ئورۇندىماي **ئاڭا** قىل دەققەت. (نىم شېھىت)

My society has apportioned to you a task.
You must carry it out, pay attention to that. (Nim Shehit)

(vi) 'شۇڭا' — Besides being used in poetry in the same way as its modern dative case counterpart, this pronoun is also widely used as a linking conjunction in compound cause-and-effect sentences.

e.g.: دېدى: «يەتكەچ ئاناممۇ ھالىمنى‌غا،
دۇئاسىنى بېرىپ ئاق يولىمنى‌غا،
تۆكۈپ كۆز يېشىنى بولدى مەدەتكار،
نېمىكى دېسىڭىز مەن **شۇڭا** تەييار. (ئا. ئۆتكۈر)

He said: 'My mother also showed sympathy and at the same time
Prayed for our safe journey.
Having shed tears, she became our supporter;
Whatever you say, for that I am prepared. (A. Ötkür)

مىجەزىم يوق، **شۇڭا** بۈگۈنكى يىغىنغىمۇ قاتنىشالمىدىم.

I didn't feel well, so I wasn't able to attend today's meeting either.

(vii) 'ئۇندا (بۇندا) مۇندا' and 'ئاندا (ئۇندا)' — In poetry these are used, according to their sequence, to mean 'here' (بۇ يەردە), **'there'** (ئۇ يەردە), **'hither'** (بۇ يەرگە), **or 'thither'** (ئۇ يەرگە). For example:

ئاندا بولايمىكىن، **مۇندا** بولايمىكىن،
يارىم **ئاندا** يالغۇز بولسا ھەمراھ بولايمىكىن. (خەلق قوشىقى)

I wonder whether I'll be there, I wonder whether I'll be here,
I wonder if my lover will be there alone, or whether I'll be her companion. (folk-song)

مەن بارايمكىن **ئاندا**، يار كېلەرمكىن **مۇندا**،
يارغا يار كېرەك بولسا، قول سېلىپ كېلەر **مۇندا**. (خەلق قوشقى)
I wonder whether I'll go there, or my sweetheart will come here,
If a lover needs a lover, maybe he'll set out for here. (folk-song)

(viii) 'شۇندا' — This is used in poetry in the sense of (a) 'there' (شۇ يەردە), **or (b) 'at that time, then'** (شۇ چاغدا). For example:

كەڭ قوينىڭدا تۇغۇلغان ۋە **شۇندا** ئۆسكەن،
چىن ئىنسانلىق مەيدانىغا **شۇندا** چۈشكەن. (نىم شېھىت)
(a) Born on your wide bosom and raised there,
Landed there in the field of true humanity. (Nim Shehit)

شۇ ۋىسالدىن رىشتە ئۈزگەنلەرنى ئۈچراتسام شۇ چاغ،
نېمە دەر ئىغۋاسىنى سالسام يۈزىگە **شۇندا** مەن. (ت. ئېلىيۇۋ)
(b) If then I were to meet those who had broken the bond of that tryst, what would they say if at that time I told them to their faces what they had said wrong. (T. Eliyuw)

(ix) 'مۇنداق' (بۇنداق)، 'ئاندىن' (ئۇنداق)، and 'شۇنداق' — Firstly, these pronouns are used in poetry in the same way as their modern ablative case counterparts. For example:

ئۆيدە گايى **بۇنداق** سۆزلەر قىلىشقاندۇ،
«قىز ـ ئايالنىڭ بەختى بۇ» دەپ ئېيتىشقاندۇ. (نىم شېھىت)
Sometimes, at home, I think they made speeches with these (words),
'This is the blessing of girls and women,' I think they said. (Nim Shehit)

ئۇدۇل كامىردا ئىش **ئاندىن** بۆلەكچە.
كېرىم ئالدى ساۋاق مىڭ ـ مىڭ ئېتەكچە. (ئا. ئۆتكۈر)
In prison, everything was different from that.
Kerim gained many, many lessons. (A. Ötkür)

Of these, those which occur in certain phrases indicating time are also widely used in oral language. For example:

after this	مۇنداق (بۇنداق) كېيىن = بۇنىڭدىن كېيىن
before this	مۇنداق (بۇنداق) ئاۋۋال = بۇنىڭدىن ئاۋۋال
after that	ئاندىن (ئۇنداق) كېيىن = ئۇنىڭدىن كېيىن

before that	ئاندىن (ئۇنداق) بۇرۇن = ئۇنىڭدىن بۇرۇن
because of that/for that reason	شۇنداق ئېتىبارەن = شۇنىڭدىن ئېتىبارەن

Secondly, they are used in poetry, in the sense of 'from here, hence' (بۇ يەردىن), **'from there, thence'** (شۇ يەردىن/ئۇ يەردىن), **according to their sequence**. For example:

بۇنداق يۇرۇپ قاھىرەگە بارارمەن،
سېغىنغانىنى يەنە **شۇنداق** يازارمەن.
پەرزەنتىڭنىڭ بۇيىن **شۇنداق** ئالارسەن،
تۇرلۇك ـ تۇمەن گۈللىرىڭنى سېغىندىم. (نىم شېھىت)
When I go from here I may go to Cairo,
From there I may write again of what I long for.
From there you may receive the fragrance of your child,
I miss your flowers of every hue. (Nim Shehit)

(x) 'شۇنداقلا' — These are basically used in poetry and, besides being used in the same way as their modern locative-qualitative case counterparts, they are also used in the sense of 'in/of this place' (بۇ يەردىكى), **'in/ of that place'** (شۇ يەردىكى//ئۇ يەردىكى), **according to their sequence**. e.g.:

گۈزەلدۇر گويالىكى قويۇق ئورمانەك،
تىزلىغان **ئاندىكى** سانسىز ۋىشكىلار. (ئا. ئۆتكۈر)
They are as beautiful as a dense forest,
The countless oil derricks lined up there. (A. Ötkür)

(xi) 'ئاڭغىچە' and 'شۇڭغىچە' — These are used, according to their sequence, in the sense of 'by then, in the meantime' (شۇ ئارىلىقتا) **or 'until then, until now, up to that time'** (شۇ ۋاقىتقىچە). For example:

ئەخمەت كەلسە يىغىننى باشلاپ تۇرۇڭلار، **ئاڭغىچە** ئۆزۈممۇ قايتىپ
كېلىشىم مۇمكىن. When Äkhmät comes, start the meeting;
I may have returned by then.

ـــ مېنىڭ پىكرىم بار، ـــ دېدى **شۇڭغىچە** جىم ئولتۇرغان تۇرسۇن بىردىن
بېشىنى كۆتۈرۈپ. Tursun, who had been sitting there silently up to
that time, suddenly lifted his head and said, 'I have an objection'.

4) Demonstrative Pronouns also occur in combination with certain postpositions, however, when combined in the singular with the postpositions 'بىلەن' and 'ئۈچۈن', the suffix '-نىڭ' is first of all attached to end of the pronouns. For example:

with this	بۇنىڭ بىلەن	for this	بۇنىڭ ئۈچۈن
with that	ئۇنىڭ بىلەن	for that	ئۇنىڭ ئۈچۈن
with that	شۇنىڭ بىلەن	for that	شۇنىڭ ئۈچۈن
with *this*	مۇنۇنىڭ بىلەن	for *this*	مۇنۇنىڭ ئۈچۈن
with *this*	ماۋۇنىڭ بىلەن	for *this*	ماۋۇنىڭ ئۈچۈن
with that	ئاۋۇنىڭ بىلەن	for that	ئاۋۇنىڭ ئۈچۈن
with *this very*	مۇشۇنىڭ بىلەن	for *this very*	مۇشۇنىڭ ئۈچۈن
with *that very*	ئەشۇنىڭ بىلەن	for *that very*	ئەشۇنىڭ ئۈچۈن

Demonstrative Pronouns combined with postpositions have the same grammatical meaning as noun-postposition constructions combined with the same postpositions and play the same role in the sentence as they do. For example:

بۇ توغرۇلۇق مەن ئۇنىڭ بىلەن ئۇزاق پاراڭلاشتىم.

I chatted with him about this for a long time.

I spoke with him about that. مەن ئۇنىڭ بىلەن **شۇ توغرۇلۇق** سۆزلەشتىم.

ئۇ قەلەم بولمايدۇ، **ماۋۇنىڭ بىلەن** يېز.

That pen won't do, write with *this one*.

A lot of effort is needed for this. **بۇنىڭ ئۈچۈن** كۆپ تىرىشچانلىق كېرەك.

تەجرىبە ئالماشتۇرۇش يىغىنلىرى ئېچىلدى، **بۇ ئارقىلىق** كۆپچىلىكنىڭ تونۇشى ئۆستى.

Meetings were held to exchange experiences; by means of this everyone's understanding was enhanced.

Compared to *this one*, that one is better. **ماۋۇنىڭغا قارىغاندا** ئاۋۇ ياخشى.

5) Demonstrative Pronouns in the nominative case which act as qualifiers differ from nouns. Nouns can only act as nominative case qualifiers to nouns which express an object that belongs, in some respect, to the same type as the object expressed by themselves, or which expresses another name for the object expressed by themselves (For example: It is possible to say 'ياغاچ ئۆي' (wood[en] house),

'ياغاچ كارىۋات' (wood[en] bed), or 'ئايال دوختۇر' (lady doctor), but it is not possible to say 'ياغاچ سۇ' (wood[en] water) or 'توپا دەرەخ' (dust tree)). **However, Demonstrative Pronouns are not subject to such restrictions. They can act as qualifiers in the nominative case to any noun.** For example:

this person	بۇ ئادەم	that city	ئۇ شەھەر
this house	بۇ ئۆي	that film	ئۇ كىنو
this fire/ this grass	بۇ ئوت	that book	ئۇ كىتاب
this mountain	بۇ تاغ	that lesson	ئۇ دەرس
this heart	بۇ كۆڭۈل	that doctor	ئۇ دوختۇر
this matter/problem	بۇ مەسىلە	that direction/side	ئۇ تەرەپ

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that letter	شۇ خەت	*this* hill	مۇنۇ دۆڭ
that girl	شۇ قىز	that field over there	ئاۋۇ ئېتىز
that meeting	شۇ يىغىن	that very residential district	ئاشۇ مەھەللە
that county	شۇ ناھىيە		
that river	شۇ دەريا	this very wheat	مۇشۇ بۇغداي
that storm	شۇ بوران	*this* apple	ما ئالما

6) Sometimes, *when the particle* 'مانا' *is inserted in front of the pronouns* 'بۇ' *and* 'مۇشۇ', and *the particles* 'مانا' *or* 'ئەنە' *in front of the pronoun* 'شۇ', they intensify those pronouns even more. e.g.:

مېنىڭ دېمەكچى بولغىنىم **مانا شۇلاردىن** ئىبارەت.

These are the *things* I intend to say.

That's what I meant to say. مېنىڭ دېمەكچى بولغىنىم **ئەنە شۇ**.

§6 Interrogative Pronouns

(سوئال ئالماشلىرى)

1. Interrogative Pronouns function as questions regarding the name, quality or number of objects, or the quality or time of an action. The following interrogative pronouns are used in Uyghur:

◊ — كىم

'كىم' (who) is a question about a person. For example:

بۇ مەجلىسكە بىزدىن **كىم** قاتنىشىدۇ؟

Which (lit. who) of us will attend this conference?

Who is this? بۇ ياق **كىم** بولىدۇ.

◊ — نېمە

'نېمە' (what, which) is (i) firstly, a question about objects other than people. For example:

What are you writing? **نېمە** يېزىۋاتىسەن؟

نېمە مىنىپ كەلدىڭ؟ ئات مىنىپ كەلدىڭمۇ؟

What did you ride to come here? Did you ride a horse?

(ii) Secondly, it is a question about things that are not clear. e.g.:

What/Which lesson is it today? بۈگۈن **نېمە** دەرس بار؟

Which/What film did you see last night? ئاخشام **نېمە** كىنو كۆردۈڭلار؟

(iii) Thirdly, *when linked with the verbs* 'قىلماق' *and* 'بولماق', it is a question about an action. For example:

What are you doing? — **نېمە** قىلىۋاتىسەن؟

I'm writing a letter. — خەت يېزىۋاتىمەن.

What happened to your hand? قولۇڭ **نېمە** بولدى؟

I sprained it. قايرىلىپ كەتتى.

◊ — قايسى

'قايسى' (which) is a question about a certain object belonging to a particular type. For example:

— بۈگۈن **قايسى** مۇئەللىم دەرس ئۆتتى؟

'Which teacher gave the lesson today?'

'Teacher Tursun.' — تۇرسۇن مۇئەللىم.

'Which house/room do you live in?' — سىلەر **قايسى** ئۆيدە ئولتۇرىسىلەر؟

'No. 15./Room no. 15.' — 15 ـ ئۆيدە.

◊ — قانداق

'قانداق' (how, what kind of) is a question about a certain (i) quality or (ii) state. For example:

(i) 'What kind of book is this?' — بۇ **قانداق** كىتاب؟

'It's a good book.' — ياخشى كىتاب.

(ii) 'How did you get into the house?' بۇ ئۆيگە **قانداق** كىردىڭ؟

'I came in by the back door.' كەينى ئىشىكتىن كىردىم.

Sometimes this pronoun serves as as an exclamatory intensifier for adjectives. For example:

Look, how lovely this garden is! قارا، بۇ باغ **قانداق** ياخشى!

ئېتىزنىڭ ئايدىڭ كېچىلىرى **قانداق** چىرايلىق!

How beautiful moonlit nights are in the fields!

◊ — قاچان

'قاچان' (when) is a question about time. For example:

'When did you come?' — **قاچان** كەلدىڭ؟

'I came yesterday.' — تۈنۈگۈن كەلدىم.

'When will your task be finished?' — ئىشىڭ **قاچان** تۈگەيدۇ؟

'In a little while.' — بىرئازدىن كېيىن.

This pronoun is also sometimes used in the sense of 'it's [been] quite a while, it's been a long time' (نە 'ۋاق', 'ئۇزۇن بولدى', **or** نە 'كەم'). For example:

'Have you written?' — يېزىپ بولدۇڭمۇ؟

— **قاچان (نە ۋاق، نە كەم)** مەن يېزىپ بولغىلى.

'It's been quite a while since I wrote.'

'When did you arrive?' — قاچان كەلدىڭ؟

'I arrived quite a while ago.'/ — مەن كەلگىلى **قاچان (نە ۋاق، نە كەم)**!

'It's quite a while since I arrived.'

◊ — قانچە (نەچچە)

'قانچە (نەچچە)' (how many) is a question about quantity. For example:

'How many people came?' — **قانچە** ئادەم كەلدى؟

'15 people came.' — 15 ئادەم كەلدى.

'What day of the month is it today?' — بۈگۈن ئايغا **نەچچە**؟

(lit. As regards the [day of the] month, how many is it today?)

'It's the fourth.' — بۈگۈن ئايغا تۆت.

The 'قانچه' sometimes occurs in the sense of 'نۇرغۇن' (many). e.g.:

قانچه يىللار ئۆتتى، ئۇ چاغدىكى ئىشلار كىمنىڭ ئېسىده قالسۇن! Many years passed, let whoever can remember what happened in that time.

◊ — قانچىلىك (نەچچىلىك)

'قانچىلىك (نەچچىلىك)' (how much, how many) is a question about quantity or a certain measure. For example:

— **قانچىلىك** ئادەم كەلدى؟ 'How many people came?'

— 15 ئادەم كەلدى. '15 people came.'

— بۇ تۇڭقا **قانچىلىك** ماي سىغدۇ؟ 'How much oil does this container hold?'

— بەش كىلو ماي سىغدۇ. 'It holds five kilos of oil.'

— ئۇلارنىڭ ئۆيى **قانچىلىك** بار؟ 'How big is their house?'

— مۇشۇ ئۆيچىلىك بار. 'As big as *this* one.'

◊ — قەيەر

The pronoun 'قەيەر' (where) has been produced by contracting the old interrogative pronoun 'قاي' and the noun 'يەر' into a single word, and is a question about place or location. For example:

— شىنجاڭدا **قەيەر** ئەڭ ئىسسىق؟ Where is the hottest place in Xinjiang?

— تۇرپان ئەڭ ئىسسىق. Turpan is the hottest (place).

— سەن **قەيەردە** چوڭ بولغان؟ Where did you grow up?

— ئۇرۇمچىدە چوڭ بولغان. I grew up in Urumqi.

◊ — نە

The pronoun 'نە' (where) has been produced as a result of joining the old interrogative pronoun 'نە'[62] and the noun 'يەر' to form 'نەيەر', and then dropping the word 'يەر'. It is used in the same sense as the pronoun 'قەيەر'.[63] For example:

[62] (Author's footnote) This pronoun is still used in poetry in the sense of 'نېمە' (what).

[63] In Kashgar 'نە' is used in preference to 'قەيەر'.

شىنجاڭدا **نە** (قەيەر) ئەڭ ئىسسىق؟ Where is the hottest place in Xinjiang?

— سەن **نەدە** چوڭ بولغان؟ Where did you grow up?

◊ — قاياق

The pronoun 'قاياق' (where) has been produced by contracting the old interrogative pronoun 'قاي' and the noun 'ياق' into a single word, and is a question about direction or place. For example:

— ئەخمەت **قاياققا** كەتتى؟ Where did Äkhmät go?

— كۈتۈپخانا تەرەپكە كەتتى. He went in the direction of the library.

— **قاياقتىن** كېلىۋاتسەن؟ Where are you coming from?

— يېزىدىن كېلىۋاتىمەن. I'm on my way from the village.

◊ — قېنى

This pronoun is used in the sense of 'where' (نەدە) or 'isn't [he] here, isn't there' (يوققۇ). For example:

— تۇرسۇن **قېنى**؟ Isn't Tursun here?

— بار، هازىر كېلىدۇ. He's here. He's just coming.

— ھەممەيلەنگە بەردىڭ، ماڭا **قېنى**؟ You gave one to everyone else, isn't there one for me?/You gave one to everyone else, where's mine?

◊ — نېمىشقا (نېمىشكە)[64]

This pronoun has been produced by fixing the phrase 'نېمە ئىش' in the dative case and then contracting it into a single word. It is used in the sense of 'why, for what reason' (نېمە ئۈچۈن). For example:

— **نېمىشقا** دەرسكە بارمىدىڭ؟ Why didn't you go to the lesson?

— **نېمىشقا** بۈگۈن ئادەم ئاز؟ Why are there only a few people today?

◊ — نە كەم

This pronoun [actually a pronominal phrase], has been produced by combining the old interrogative pronoun 'نە' with the word

[64] The form 'نېمىشكە' is used in Northern Xinjiang.

'كەم', indicating time, and is used in the sense of 'what time, which time' (قايسى ۋاقىت). For example:

— تۈنۈگۈن نە كەمدە كەلدىڭ؟

'(At) what time did you arrive yesterday?'

'I arrived at ten o'clock.' — سائەت ئوندا كەلدىم.

Sometimes this pronoun is also used in the sense of 'it's [been] a while, it's [been] a long time' (ئۇزۇن بولدى). For example:

When did you arrive? — قاچان كەلدىڭ؟

It's a while since I arrived./ — مەن كەلگىلى نە كەم.

I arrived quite a while ago.

◊ — (نە ۋاق) نە ۋاقىت

This pronoun [actually a pronominal phrase], has been produced by combining the old interrogative pronoun 'نە' with the noun 'ۋاقىت', and is used in the same sense as 'نە كەم'. For example:

— تۈنۈگۈن نە ۋاقتا كەلدىڭ؟'(At) what time did you arrive yesterday?'

— سائەت ئوندا كەلدىم.'I arrived at ten o'clock.'

◊ — قانداقسىگە

The pronoun 'قانداقسىگە' is used in the sense of 'on what basis, how' (قايسى ئاساس بويىچە). For example:

قانداقسىگە بۇ ئىشقا مەن جاۋابكار بولىمەن؟ How am I to blame for this?/On what basis am I responsible for this matter?

ئۇ قانداقسىگە بىزگە تۇغقان بولىدۇ؟ How is he related to us?

◊ — نېچۈك

This pronoun is used in literary works in the sense of 'why' (نېمە ئۈچۈن). For example:

جانان ناز ئۇيقۇدا يېتىپ **نېچۈك** تولغانماس،

ئاشىقى كۈتۈپ تۇرسا ئېچىپ يورۇق روجەكلەرنى؟! (ل. مۇتەللىپ)

Why should a beauty not lie tossing in flirtatious sleep,

When her lover stands waiting, having opened the bright windows?!

(L. Mutällip)

◊ — قانداقلارچە

This pronoun is used in the sense of (a) 'for what reason[s], why' (قانداق سەۋەبلەر بىلەن) **or (b) 'by what means, how'** (قانداق ئۇسۇللار بىلەن). For example:

(a) سەن **قانداقلارچە** بۇ يەرگە كېلىپ قالدىڭ؟

Why did you suddenly arrive?

(b) شۇنچە ئىشنى **قانداقلارچە** تۈگەتتىڭ؟

How did you manage to do so much?

◊ — نېمانداق، نېمانچە

These pronouns have been produced by adding the pronoun 'نېمە' to the pronouns 'قانداق' and 'ئانچە' and contracting them into single words. They are used in the sense of 'why ... to such a degree, why so [much] (نېمە سەۋەبتىن شۇ دەرىجىدە ...). For example:

بۈگۈن ئادەم **نېمانداق (نېمانچە)** كۆپ؟

Why are there so many people today?

ئاستا گەپ قىل، **نېمانداق (نېمانچە)** ۋارقىرايسەن؟

Speak quietly, why are you shouting so much?

The pronoun 'نېمانداق' is also used in the sense of 'why ... such a strange, what a strange, why ... like that' (نېمىشقا شۇنداق غەلىتە **نېمانداق** نەرسە بۇ؟!

What a strange fellow this is!/Why is he such a strange creature?!

تىنچ تۇرساڭچۇ، **نېمانداق** قىلسەن؟

Can't you keep still; why are you behaving like that?

The pronoun 'نېمانچە' sometimes also occurs in the form 'نېمانچىلا' or 'نېمانچىۋالا'. For example:

بۈگۈن ئادەم **نېمانچىلا** كۆپ؟ Why are there so many people today

ئاستا گەپ قىل، **نېمانچىلا** ۋارقىرايسەن؟

Speak quietly, why are you shouting so much?

◊ — نېمىدېگەن، نە قەدەر، نە قاتارلىق

Even though these pronouns are like interrogative pronouns in form, *in front of adjectives or verbs* they serve as exclamatory intensifiers. For example:

What a tall building this is! بۇ نېمىدېگەن ئېگىز ئىمارەت!

ئۇ ھازىر نە قەدەر ئۆزگىرىپ كەتكەن ـ ھە؟!

How he's changed now, hasn't he?!

ئوھۇ! نە قاتارلىق ناخشا ئېيتىدىغان ئادەملەر بۇ! (ز. قادىر)

My! What lovely singers these are! (Z. Ḳadir)

◊ — نېمىسى

This pronoun has been divided off from the 3rd person ownership-dependent form of the pronoun 'نېمە' and is usually used in the sense of (a) 'what part of [lit. it's where]' (نەرى) **or,** ***after nominalized participles*****, (b) 'what's this about ... [lit. what kind of matter is this]'** (قانداق ئىش). For example:

ـــ ھەي، چۈشەنمەيدىغان نېمىسى بار؟ ـــ پەرھات ياشلارغا خاس تۆز كۆڭۈل بىلەن ئېيتتى. (م. كېۋىر)

(a) Because Pärhat was young himself, he said in a specially open-hearted way 'Hey, are there any parts of it you don't understand?'.' (M. Kevir)

What part of it is bad? بۇنىڭ نېمىسى يامان؟

(b) What's this about your not coming yesterday? تۇنۇگۈن كەلمىگىنىڭ نېمىسى؟

بىلمەيمەن دېگىنىڭىز نېمىسى؟

What's this about your saying you didn't know?

2. Due to the variety of grammatical characteristics of Interrogative Pronouns, they are considered to be the most typical type of pronoun. According to their grammatical characteristics, interrogative pronouns are divided into four types:

(1) Noun Pronouns

(2) Adjective Pronouns

(3) Numeral Pronouns

(4) Adverb Pronouns

1) The pronouns 'نە', 'قانداق', 'قايسى', 'نېمانداق' and 'كىم', 'نېمە', 'قەيەر', 'نە كەم', 'قايسى', 'نە' (ۋاق(ىت)' belong to the Noun Pronouns. They inflect according to the number and case categories of the noun and play the same role as

nouns in the sentence. For example:

Who attended the conference? مەجلىسكە كىملەر قاتناشتى؟

What other things/What else do you need? ساڭا يەنە نېمىلەر كېرەك؟

Whom did you elect? كىمنى سايلىدىڭلار؟

What are you afraid of? نېمىدىن قورقىسەن؟

قەيەرلەرنى ئايلىنىپ كەلدىڭ؟

Which places did you go to on your way here?

Where have you been? نەگە كەتتىڭ؟

Where did you go for a stroll? نەلەردە يۈردۈڭ؟

Where did you go to on your way here? قايىقلارنى ئايلىنىپ كەلدىڭ؟

Which way is north? قايىق شىمال؟

نە كەمدىن نە كەمگىچە سۆزلەشتىڭلار؟

From when till when were you speaking?

At what time/When did you go to sleep? نە ۋاقلاردا ئۇخلىدىڭ؟

The pronouns 'نېمە', 'قەيەر' and 'نە' inflect according to ownership-dependent category (when the ownership-dependent suffix is added to 'نە', an 'ر' occurs at the end of the pronoun). For example:

What else are you short of? يەنە نېمەڭ كەم؟

بىزنىڭ نېمىمىز يوق؟ ھەممە نەرسىمىز بار.

What don't we have? We have everything.

What relation is Turdi to him? تۇردى ئۇنىڭ نېمىسى؟ ئاكىسىمۇ؟

[lit. Turdi is his what?] Is he his older brother?

I still don't know (which part of) this place (is low-lying and which is hilly). بۇ يەرنىڭ قەيەرى ئويۇق، قەيەرى دۆڭ مەن تېخى بىلمەيمەن.

Where does it hurt?/What part of you hurts? نەرىڭ ئاغرىيدۇ؟

The pronoun 'كىم' is basically not considered to inflect according to ownership-dependent category, except in specific places such as 'سەن كىمنىڭ ئەخمەق قىلسەن؟ (Which one of you are you making a fool of?) **and** 'مېنىڭ سىلەردىن باشقا كىمىم بار؟ (Whom do I have apart from you?). The pronoun 'قايىق' does not inflect either.

2) The pronouns 'قانداق', 'قايسى' and 'نېمانداق' belong to the Adjective Pronouns. They are directly dependent on nouns in the sentence and function as qualifiers. The pronouns 'قانداق' and 'نېمانداق' are

also dependent on verbs and adjectives and function as adverbial modifiers. For example:

What kind of books do you need? ساڭا قانداق كىتابلار كېرەك؟
سىلەر قايسى بىنادا ئولتۇرسىلەر؟

Which apartment block do you live in?

How did you come? سەن قانداق كەلدىڭ؟

Why is this such a strange house? نېمانداق ئۆي بۇ؟

The pronoun 'قانداق' may also sometimes occur combined with the decreasing degree adjectival suffix. For example:

How are things getting on? ئىشلار قانداقراق؟

What kinds of books are there? قانداقراق كىتابلار بار ئىكەن؟

Like adjectives, the pronoun 'قانداق' also combines with the 3rd person ownership-dependent nominal suffix and acquires the characteristics of a noun pronoun. It inflects according to case and functions as a noun in the sentence. For example:

— ئاۋۇ ئاياغلارنى كۆرۈپ باقايچۇ؟

'Could I have a look at those shoes?'

— قاندىقى كېرەك، قىشلىقىمۇ، يازلىقى؟

'What kind do you need, winter ones or summer ones?

'I've bought a bicycle.' — مەن بىر ۋېلىسىپىت ئالدىم.

'What kind have you bought?' — قاندىقىنى ئالدىڭ؟

***When combined with the nominal ownership-dependent suffix*, the pronoun 'قايسى' acquires the characteristics of a personal pronoun. It inflects according to case and acts as a noun in the sentence**. e.g.:

Which of us are going? قايسىمىز بارىمىز؟

Which one of you is going? قايسىڭ بارسەن؟

Which of you don't have dictionaries? قايسىڭلارنىڭ لۇغىتى يوق؟

Which (ones) of you did he speak to? ئۇ قايسىڭلار بىلەن سۆزلەشتى؟

ئەپەندىم، دۇنيادا نۇرغۇنلىغان ئىشلارغا دۇچ كەلدىم. قايسىسىنى ئۇنتۇپ، قايسىسىنى يادىمغا ساقلاشنىمۇ بىلمەي قالدىم. (نەسىردىن ئەپەندى لەتىپىلىرى)

Effendi, I've met with numerous things in this world, but I don't know which of them to forget and which to remember. (Näsirdin Effendi Anecdotes)

When forms of this kind act as qualifiers in the possessive case, the ownership-dependent form of the qualified noun is usually in the 3rd person singular. Only nouns qualified by a 2nd person form may sometimes be in the second person. For example:

قايسىمىزنىڭ لۇغىتىنى ئالسەن؟

Which one of our dictionaries will you take?

قايسىڭلارنىڭ لۇغىتى (لۇغىتىڭلار) يوق؟

Which of you don't have a dictionary?

ئۇلارنىڭ قايسىسىنىڭ لۇغىتى يوق؟

Which of them don't have a dictionary?

3) The pronouns 'قانچە (نەچچە)' and 'قانچىلىك (نەچچىلىك)' belong to the Numeral-Measure Word Pronouns. Of these, the pronoun 'قانچە (نەچچە)' is a question relating to cardinal numerals and, besides acting directly as a qualifier, *when combined with suffixes which form numerals such as ordinal numerals, distributive numerals, 'number of persons' numerals and pronominal numerals*, it becomes a question relating to those kinds of numerals and plays the same role as those numerals in the sentence. For example:

How many people came? قانچە ئادەم كەلدى؟

What number apartment block are you in? سىلەر نەچچىنچى بىنادا؟

بىرىڭلارغا قانچىدىن دەپتەر بەردى؟

How many notebooks did they give to each of you?

How many (people) came? قانچەيلەن كەلدى؟

How many of us are going? قانچىمىز بارىمىز؟

How many of you did he invite? قانچىڭلارنى چاقىردى؟

قانچىسىغا بىلەت يەتمىدى.

How many of them weren't there enough tickets for?

The pronoun 'قانچىلىك (نەچچىلىك)' is a question relating to a numeral or a quantity and, besides acting directly as a qualifier or an adverbial modifier, *when combined with the approximate numeral-formation suffix* '-چە', *or the distributive numeral suffix* [-دىن// -تىن] it is a question relating to approximate numerals or quantities, or distributive numerals or quantities, and acts as that kind of numeral

or quantity in the sentence. For example:

يىغىنغا **قانچىلىك** ئادەم قاتناشتى؟

How many people attended the meeting?

بۇ يىل **قانچىلىك** ھوسۇل ئالدىڭلار؟

How big a crop did you harvest this year?

ئۈرۈمچىدە **قانچىلىك** تۇردۇڭ؟ How long did you stay in Urumqi?

ئۇلار يولۇڭلارغا **قانچىلىك** تەلمۈرگەندۇ؟

How long did they wait for you?

بۇ يىل **قانچىلىكچە** ھوسۇل ئالدىڭلار؟

Approximately how big a crop did you harvest this year?

ھەربىر ئەمگەك كۈنىگە **قانچىلىكتىن** پۇل كەلدى؟

How much money came in for each Labour Day?

***When combined with nominal ownership-dependent suffixes (mainly with the 3rd person ownership-dependent suffix),* this pronoun acquires the characteristics of a Noun Pronoun. It then becomes a question relating to a part of a certain object, inflects according to case category, and functions as a noun in the sentence**. For example:

بۇ ئاشلىقنىڭ **قانچىلىكى** بۇغداي، **قانچىلىكى** گۈرۈچ؟

How much of this grain is wheat and how much is rice?

بۇ دەرسنى ئىككىڭلار ئۆتسەڭلار، **قانچىلىكىنى** سەن ئۆتسەن؟

If both of you teach this lesson, how much of it will *you* teach?

بۇ پۇلنىڭ **قانچىلىكىگە** كىتاب ئالىمىز؟

How much of this money can we buy a book for?

4) The pronouns 'قاچان', 'قانداقسىگە', 'قانداقلارچە', 'نېچۈك', 'نېمانچە', 'نېمىدېگەن', 'نە قەدەر' and 'نە قاتارلىق' belong to the adverb pronouns and act directly as adverbial modifiers in the sentence (see the previous examples). Of these, only the pronoun 'قاچان' *may sometimes combine with a particular case suffix*, or a certain postposition, and act as an adverbial modifier in the sentence. For example:

بۇ مەسىلە **قاچانغىچە** ھەل بولمايدۇ؟

How long will it be before this problem is solved?

When will we start this job? **قاچاندىن باشلاپ** بۇ ئىشقا كىرىشىمىز؟

قاچاندىن بۇيان شۇ يەردە ئىشلەۋاتسەن؟

Since when have you been working at that place?

5) Although the pronoun 'نېمىسى' belongs to the Noun Pronouns, it does not inflect fully according to case category and does not combine with postpositions. It mainly occurs in the nominative case as subject or predicate. For example:

چۈشەنمەيدىغان **نېمىسى** بار؟

Is there any part (of it) you don't understand?

بارمايمەن دېگىنىڭ **نېمىسى**؟

What's this about your saying you're not going?

6) It is rather difficult to say exactly which word class the pronoun 'قېنى' possesses characteristics of. It is a special kind of interrogative pronoun which only acts as a predicate in the sentence.[65] e.g.:

Where is Tursun?	تۇرسۇن **قېنى**؟
Where's my one?/Where's the one for me?	ماڭا **قېنى**؟
Where is it — your book?	**قېنى**، سىزنىڭ كىتابىڭىز!

§7 Reflexive Pronouns

(ئۆزلۈك ئالماشلىرى)

1. The Reflexive Pronoun consists of the single word 'ئۆز', but it is always used in conjunction with the nominal ownership-dependent suffixes. Its forms, *when combined with the ownership-dependent suffixes*, are as shown in the chart on the following page.

Although the forms of the reflexive pronoun are combined with the ownership-dependent suffixes, they do not express the concept of dependence, they only match pronouns with nouns related to themselves in person, number and type of address (in the 2nd person). For example:

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[65] (Author's footnote) The 'قېنى' which occurs in such places as: 'قېنى، مەن بىر' (Please, let me have a look.), 'قېنى، مەجلىسنى باشلايلى.' (Well, let's start the meeting.), and 'كەلسۇنچۇ قېنى!' (Well, how about letting him come!), is not considered to be a pronoun, but a particle.

I myself	مەن ئۆزۈم	we ourselves	بىز ئۆزىمىز
you yourself	سەن ئۆزۈڭ	he himself, she herself	ئۇ ئۆزى
you yourself	سىز ئۆزىڭىز	they themselves	ئۇلار ئۆزلىرى
you yourself	سىلى ئۆزلىرى	Kasim himself	قاسىمنىڭ ئۆزى
you yourselves	سىلەر ئۆزۈڭلار	this letter itself	بۇ خەتنىڭ ئۆزى

The Reflexive Pronoun

1st person	singular		ئۆزۈم
	plural		ئۆزىمىز
2nd person	singular	ordinary type	ئۆزۈڭ
		refined (polite) type	ئۆزىڭىز
		respectful type	سىلى (ئۆزلىرى)
	plural	ordinary type	ئۆزۈڭلار
		respectful type	ئۆزلىرى
3rd person	singular type		ئۆزى
	plural type		ئۆزلىرى

These forms of the Possessive Pronoun possess nominal characteristics and inflect fully according to case category or occur joined with postpositions. For example:

myself	ئۆزۈم	ourselves	ئۆزىمىز
my	ئۆزۈمنىڭ	our	ئۆزىمىزنىڭ
to myself	ئۆزۈمگە	to ourselves	ئۆزىمىزگە

myself (accusative)	ئۆزۈمنى	ourselves (accusative)	ئۆزىمىزنى
in/on myself	ئۆزۈمدە	in/on ourselves	ئۆزىمىزدە
from myself	ئۆزۈمدىن	from ourselves	ئۆزىمىزدىن
my own	ئۆزۈمدىكى	our own	ئۆزىمىزدىكى
as far as myself	ئۆزۈمگىچە	as far as ourselves	ئۆزىمىزگىچە
like myself	ئۆزۈمدەك	like ourselves	ئۆزىمىزدەك
I just wanted to[66]	ئۆزۈمچە	the same as ourselves	ئۆزىمىزچىلىك
with myself	ئۆزۈم بىلەن	with ourselves	ئۆزىمىز بىلەن
about myself	ئۆزۈم توغرۇلۇق	about ourselves	ئۆزىمىز توغرۇلۇق
for myself	ئۆزۈم ئۈچۈن	for ourselves	ئۆزىمىز ئۈچۈن
yourself	ئۆزۈڭ	as far as yourself	ئۆزۈڭگىچە
your	ئۆزۈڭنىڭ	like yourself	ئۆزۈڭدەك
to yourself	ئۆزۈڭگە	the same (age) as yourself	ئۆزۈڭچىلىك
yourself (accusative)	ئۆزۈڭنى	with yourself	ئۆزۈڭ بىلەن
in/on yourself	ئۆزۈڭدە	about yourself	ئۆزۈڭ توغرۇلۇق
from yourself	ئۆزۈڭدىن	for yourself	ئۆزۈڭ ئۈچۈن
your own	ئۆزۈڭدىكى		

The function of Reflexive Pronouns in the sentence is exactly the same as the function of nouns in the sentence.

2. Reflexive Pronouns are used as follows:

1) ***If the target of a sentence is repeated in the same sentence [i.e. both words have the same referent], but constitutes another sentence element,*** **it is expressed by a reflexive pronoun. In such cases, the reflexive pronoun acts as a different sentence element in the status of another word**. For example:

I criticized myself. مەن **ئۆزۈمنى** تەنقىد قىلدىم.

Did you buy this jacket for yourself? (سەن) بۇ چاپاننى **ئۆزۈڭگە** ئالدىڭمۇ؟

[66] For example: 'ئۆزۈمچە كەلدىم' (I just wanted to come), 'ئۆزۈمچە سوراپ قويدۇم' (I just felt like asking).

He took us into his home ئۇ بىزنى ئۆزىنىڭ ئۆيىگە باشلاپ كىردى.

2) *When the activity or independence of the subject is emphasized,* or *it is necessary to repeat the subject in the same sentence*, an appropriate form of the reflexive pronoun is used, together with the pronoun or noun which expresses that subject. Other sentence elements may sometimes come between the pronoun, or noun, which expresses the subject and the reflexive pronoun. For example:

مېنى ھېچكىم چاقىرمىدى، (مەن) **ئۆزۈم** كەلدىم.

No-one invited me, I came myself/ … I just came.

بۇ ئىستانوك ۋاقىت توشقاندا **ئۆزى** توختايدۇ.

When the time is up, this lathe stops by itself.

Don't (you) torment yourself. سەن ئۆزۈڭنى **ئۆزۈڭ** قىينىما.

بۇ مەسىلىنى بىز **ئۆزىمىز** ھەل قىلىۋالىمىز.

We will solve this problem (for) ourselves.

مەشۇراخۇن بىر يەرلەرگە بېرىپ قالغىنىنى **ئۆزىمۇ** تۇيماي قالدى. (ت. سامساق)

Mäshurakhun hadn't even noticed himself that he had reached some far away place. (T. Samsaq)

3) *When distinguishing a certain thing from other things, or when specially accentuating it*, a reflexive pronoun appropriate to the pronouns or nouns which express that object is used together with them. In such cases, the pronouns or nouns which express the object are in the possessive case (although sometimes the case suffix is omitted) and act as a qualifier to the reflexive pronoun. For example:

بۇ ئىشقا شۇ ئادەمنىڭ **ئۆزى** سەۋەبچى بولدى.

That man himself is the perpetrator of this affair.

It's up to you (yourself). ئىختىيار سېنىڭ **ئۆزۈڭدە**.

لۇغەتنى ئىشلىتىپ بولغاندىن كېيىن (مېنىڭ) **ئۆزۈمگە** قايتۇرۇپ بەر.

After using the dictionary, return it to *me*.

بۇنداق ماتېرىيال مۇشۇ يەرنىڭ **ئۆزىدىنمۇ** چىقىدۇ.

This kind of material is produced in *this very* place (itself).

4) Reflexive pronouns such as 'ئۆزۈمنى ئۆزۈم', 'ئۆزۈڭگە ئۆزۈڭ' and 'ئۆزىدىن ئۆزى' which occur side by side, with one in the nominative case and the other in a different case, are sometimes contracted into the forms 'ئۆز-ئۆزۈمنى', 'ئۆز-ئۆزۈڭگە', 'ئۆز-ئۆزىدىن', etc.[67] e.g.:

نېمىشقا شۇنداق قىلدىم دەپ ئۆز-ئۆزۈمنى ئەيىبلىدىم.

I scolded myself for having acted like that.

(سەن) **ئۆز-ئۆزۈڭگە** ئىشەنمىسەڭ، باشقىلار ساڭا قانداق ئىشەنسۇن؟

If you don't even believe in yourself, how do you expect others to believe in you?

ئۆگىنىشنىڭ دۈشمنى — **ئۆز-ئۆزىدىن** قانائەتلىنىش.

The enemy of study is being satisfied with oneself.

بىز ھازىر ئاشلىقتىمۇ **ئۆز-ئۆزىمىزنى** تەمىنلەيدىغان بولدۇق.

Now we are also able to keep ourselves supplied with grain.

5) In most situations, 1st and 2nd person personal pronouns which are side by side with, or dependent on, a reflexive pronoun are omitted and, when the context is clear, 3rd person personal pronouns or nouns are also omitted. For example:

(سەن) **ئۆزۈڭ** يالغۇز كەلدىڭمۇ؟

Did you come alone? [lit. did (you) yourself ...?]

(مېنىڭ) **ئۆزۈمدىن** سورىساڭ بولمامدۇ؟

Couldn't you ask *me*? [lit. (my)self]

— بۇ ئىشنى ئەخمەت بىلەمدۇ؟

'Does Äkhmät know about this matter?'

—(ئەخمەتنىڭ) **ئۆزىدىن** سوراپ باق.

'Try asking Äkhmät himself/Try asking *him*'

6) When 1st and 2nd person Reflexive Pronouns act as qualifiers in the possessive case, the qualified noun usually takes the 3rd person ownership-dependent suffix, but may also sometimes take an ownership-dependent suffix the same as that of the reflexive pronoun. For example:

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[67] These side-by-side and paired forms are emphatic.

Your (ماقال) رەمچىنىڭ رېمىدىن ئۆزۈڭنىڭ خىيالى (خىيالىڭ) دۇرۇس.
own thoughts are more correct than the fortune-teller's divination.

سەن ئۆزۈڭنىڭ ئۆيۈڭدە (ئۆيىدە) تۇرۇۋاتامسەن؟
Do you live in your own house?

مەنمۇ ئۆزۈمنىڭ قارىشىنى (قارىشىمنى) قويۇپ باقاي.
Let me also try to put forward my own viewpoint.

7) A Reflexive Pronoun which acts as a qualifier in the possessive case is generally abbreviated and just used in the form 'ئۆز', but, in such cases, the noun must definitely take ownership-dependent suffixes which are the same as those of the full form of the reflexive pronoun. For example:

The happiness (ماقال) ئۆز ئۆيۈمنىڭ خۇشلۇقى، پۈت ـ قولۇمنىڭ بوشلۇقى.
of my own home lies in the freedom of my hands and feet. (proverb)
[A king may do as he pleases in his own palace.]

سەنمۇ ئۆز پىكرىڭنى توغرا دەيسەن، ئۇمۇ ئۆز پىكرىنى توغرا دەيدۇ.
You say *your* (own) opinion is correct and he says *his* (own) opinion is correct.

بىز ئۆز كۈچىمىزگە تايىنىشنى ئاساس قىلىمىز.
We base our reliance on our own ability.

§8 Comprehensive Pronouns

(بەلگىلەش ئالماشلىرى)

1. Comprehensive Pronouns indicate a certain number of things, or every kind of quality, numeral, measure or time, being without exception [i.e. included]. The following comprehensive pronouns are used in Uyghur:

◊ — ھەممە

The pronoun 'ھەممە' (all) occurs in place of the full quantity or measure of a certain number of objects. For example:

يىغىنغا مەكتىپىمىزدىكى ھەممە ئوقۇتقۇچى، ئوقۇغۇچىلار قاتناشتى.
All the teachers and students in our school attended the meeting.

ھەممە سۇ مۇشۇ تەرەپكە ئېقىۋاتىدۇ.
All the water is flowing in *this* direction.

Sometimes this pronoun may also occur in the sense of 'all kinds of' (خىلمۇخىل) or 'any, any kind of, every' (ھەرقانداق). For example:

ھازىر بازاردا ھەممە مال بار (خىلمۇخىل مەنسىدە).
Now there are all kinds of goods in the bazaar.

بۇنچىلىك ئىشنى ھەممە ئادەم قىلالايدۇ (ھەرقانداق مەنسىدە).
Anybody can do such a small thing.

◊ — پۈتكۈل (پۈتۈن)

The pronoun 'پۈتۈن (پۈتكۈل)' (i) firstly, like the pronoun 'ھەممە' (all), occurs in place of the full quantity or measure of a certain number of objects. For example:

يىغىنغا مەكتىپىمىزدىكى پۈتۈن ئوقۇتقۇچى، ئوقۇغۇچىلار قاتناشتى.
All the teachers and students in our school attended the meeting.

پۈتۈن سۇ مۇشۇ تەرەپكە ئېقىۋاتىدۇ.
All the water is flowing in *this* direction.

(ii) Secondly, it indicates every part of an object. For example:

بۇ خەۋەر بىردەمدىلا پۈتۈن شەھەرگە تارقالدى.
The news spread through the whole city in a flash.

◊ — بارلىق

The pronoun 'بارلىق', like the pronoun 'ھەممە' (all), occurs in place of the full quantity or measure of a certain number of objects. e.g.:

يىغىنغا مەكتىپىمىزدىكى بارلىق ئوقۇتقۇچى، ئوقۇغۇچىلار قاتناشتى.
All the teachers and students in our school attended the meeting.

بارلىق سۇ مۇشۇ تەرەپكە ئېقىۋاتىدۇ.
All the water is flowing in *this* direction.

This is all the money I have. بارلىق پۇلۇم مۇشۇ.

This is all I have/This is all I possess. بارلىق نەرسەم مۇشۇ.

◊ — بارچه

In specific situations, the pronoun 'بارچه' is used synonymously with 'بارلىق' (all). For example:

يىغىنغا مەكتىپىمىزدىكى بارچە ئوقۇتقۇچى، ئوقۇغۇچىلار قاتناشتى.

All the teachers and students in our school attended the meeting.

All the birds are singing together. بارچە قۇشلار تەڭ سايرىماقتا.

◊ — ھەر

On its own, or *combined with the numeral* 'بىر', the pronoun 'ھەر' (each, every) indicates every one of a certain number of objects or, *combined with 'ئىككى' or a higher numeral*, it indicates every unit of that number within a certain number of objects. For example:

ھەر كىشى ئۆز ئورنىدا ئولتۇرسۇن.

Everybody should sit in their own place.

ھەربىر ئوقۇغۇچى بىر پارچىدىن ماقالە يازدى.

Each student wrote an essay.

ھەر بەش ئوقۇغۇچىغا بىر ئوقۇتقۇچى توغرا كېلىدۇ.

There should be one teacher to every five students.

بۇ دورىنى ھەر تۆت سائەتتە بىر قېتىم ئىچىسىز.

Take this medicine once every four hours.

***When this pronoun serves to indicate every one of certain units of time,* it is usually linked directly with the words which express those time units (the numeral 'بىر' does not occur). For example:**

every day	ھەر كۈنى	every month	ھەر ئايدا
every year	ھەر يىلى	every week	ھەر ھەپتىدە

'ھەر' is not counted as a pronoun when it occurs in such places as:

ھەر ئىككىمىزدىن سوردى. He asked both of us.

ئۇنىڭ ئۆيىدە ھەر كىتابلار بار. There are excellent books in his house.

In the former sentence it is considered to be a particle, and in the latter, a special kind of adjective.

◊ — ھەركىم

The pronoun 'ھەركىم' (everybody, everyone) indicates every one of a certain number of people. For example:

بۇ ئىش **ھەركىمنىڭ** قولىدىن كېلىدۇ. Everyone is capable of this work.

بۇنداق پۇرسەت **ھەركىمگە** كېلىۋەرمەيدۇ.

This kind of opportunity does not keep coming to everybody.

◊ — ھەرنېمە

The pronoun 'ھەرنېمە' occurs in the sense of 'anything, any kind of action, everything' (ھەرقانداق ئىش) or 'everything' (ھەرقانداق نەرسە). For example:

ئۇنىڭ قولىدىن **ھەرنېمە** كېلىدۇ. He is capable of anything.[68]

بۇ ماتېرىيال **ھەرنېمىگە** يارايدۇ. This material is useful for everything.

◊ — ھەرقانداق

The pronoun 'ھەرقانداق' (all kinds of, any, every kind of, every type of, whatever) indicates every one of all kinds of qualities. e.g.:

بۇ ئىش **ھەرقانداق** ئادەمنىڭ قولىدىن كېلىدۇ.

Every person is capable of this work.

ھەرقانداق ئىشتا بۇ مەسىلىگە دىققەت قىلىش كېرەك.

Attention must be paid to this matter in every kind of undertaking.

بىز بۇ يولدا **ھەرقانداق** قىيىنچىلىقنى يېڭىشكە تەييار.

In this way we are ready to overcome all kinds of difficulties.

This pronoun may sometimes occur just in the form 'ھەر'. e.g.:

بېشىمغا **ھەر** بالا كەلسە، ئۆزۈمنىڭ شورى دەيمەن. (قوشاق) When I am faced with all kinds of disaster, I say it is my own bad luck. (song)

ھەر ئىشتا بۇ مەسىلىگە دىققەت قىلىش كېرەك.

Attention must be paid to this matter in every kind of undertaking.

◊ — ھەرقايسى

The pronoun 'ھەرقايسى' (each, every [one], each and every) serves to indicate every one of, and the total number of, a certain number

[68] This sentence has both a negative and a positive connotation.

of objects. For example:

يىغىنغا مەملىكىتىمىزدىكى **ھەرقايسى** ئاز سانلىق مىللەتلەردىنمۇ ۋەكىل قاتناشتى.

A representative from every one of our country's minority nationalities also attended the meeting.

ھەرقايسى ئەللەر خەلقى بىلەن بولغان ئالاقىمىز تېخىمۇ قويۇقلاشتى.

Our relations with the people of each and every country have become even closer.

◊ — ھەرقاچان

The pronoun 'ھەرقاچان' (always, at all times) indicates time without exception. For example:

كىرىمىز دېگۈچىلەرگە كوپېراتىپىمىزنىڭ ئىشىكى **ھەرقاچان** ئوچۇق. (ت. سامساق)

The door of our co-operative is always open to those who want to join.

Be ready to leave at all times. يولغا چىقىشقا **ھەرقاچان** تەييار تۇرۇڭلار.

'ھەرقاچان' is considered to be a particle, not a pronoun, in such sentences as:

Maybe you've not been either? **ھەرقاچان** سەنمۇ بارمىغانسەن؟

◊ — ھەرقانچە

The pronoun 'ھەرقانچە' (however, to whatever degree, no matter how) indicates degree without exception. For example:

ھەرقانچە ئېغىر نەرسىنمۇ كۆتۈرۈپ كېتەلەيدۇ.

No matter how heavy a thing may be, he can still lift it.

ھەرقانچە يامان بولسام، خىيالىڭغا يېتەرمەنغۇ. (قوشاق)

However bad I may be, I know you still remember me (lit. ... I believe I can still reach your thoughts).

In Uyghur, in addition to the above, such interrogative pronouns as 'كىم', 'نېمە', 'قانداق', 'قايسى', 'قانچە', 'قاچان', 'نە' and 'قەيەر', also function as comprehensive pronouns in certain situations and indicate any kind of estimated scope of a person, thing, quality, numeral, quantity or time.[69] For example:

We will elect whoever is best. **كىم** ياخشى بولسا، شۇنى سايلايمىز.

Take whatever you like. **نېمىنى** ياخشى كۆرسەڭ شۇنى ئال.

You'll find whatever kind of clothing you are looking for in this store. بۇ دۇكاندىن **قانداق** كىيىم ئىزدىسەڭ تېپىلىدۇ.

سەن **قايسى** كىتابنى ياخشى كۆرسەڭ، مەنمۇ شۇ كىتابنى ياخشى كۆرىمەن.

I like whichever book you like.

سەن **قانچە** ياشقا كىرگەن بولساڭ، مەنمۇ شۇنچە ياشقا كىردىم.

However many years old you are, I am also that many years old.

قاچان چاقىرساڭ، شۇ چاغدا كېلىمەن.

I'll come whenever you invite me.

I'll go wherever you go. سەن **نەگە** بارساڭ، مەنمۇ شۇ يەرگە بارىمەن.

2. According to their grammatical characteristics, Comprehensive Pronouns are divided into:

(1) Numeral-Measure Word Pronouns	سان ـ مىقدار ئالماشلىرى
(2) Adjective Pronouns	سۈپەت ئالماشلىرى
(3) Noun Pronouns	ئىسىم ئالماشلىرى
(4) Adverb Pronouns	رەۋىش ئالماشلىرى

1) The pronouns 'ھەرقايسى' and 'ھەر', 'بارچە', 'بارلىق', 'پۈتۈن', 'ھەممە' belong to the Numeral-Measure Word Pronouns and serve directly as qualifiers. For example:

everybody/everyone	ھەممە ئادەم	everybody/everyone	بارچە ئادەم
all the people	پۈتۈن خەلق	every nation(ality)	ھەر مىللەت
each and every country	ھەرقايسى ئەل	the entire school	بارلىق مەكتەپ

Sometimes the pronoun 'ھەممە' is directly nominalized and used like a noun, in the sense of 'everybody/everyone' (ھەممە ئادەم), **'everything'** (ھەممە نەرسە), **or 'every matter/everything'** (ھەممە ئىش).

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[69] When these pronouns are used in this way, the verb is always in the conditional mood.

e.g.: هەممە ئورنىدىن تۇرۇپ، گۈلدۇراس ئالقىشلار ياڭراتتى.
Everybody stood up and gave a thunderous applause.
باشقىلارنىڭ رولىنى جارى قىلدۇرماي هەممىگە پۈت كىرىشىڭ بولمايدۇ.
We must not usurp the role of others and interfere in everything.
هېچكىم هەممىنى بىلىمەن دېيەلمەيدۇ.
No-one can say they know everything.

***When combined with the 1st and 2nd person plural, or the 3rd person ordinary, ownership-dependent suffixes of the noun,* the pronouns 'هەممە' and 'هەرقايسى' acquire the characteristics of Noun Pronouns and express respectively all, and each one, of a certain number of objects, and act as nouns.** For example:

بۇ يىغىنغا (بىز) هەممىمىز قاتنىشىمىز.
All of us are going to attend this meeting.
All of them came. ئۇلارنىڭ هەممىسى كەلدى.
بۇ (سىلەرنىڭ) هەممىڭلارغا تېگىشلىك ئىش.
This is a matter which concerns all of you.
بۈگۈن ئوقۇتقۇچى (بىزنىڭ) هەممىمىزنى دوسكىغا چىقاردى.
Today the teacher called all of us to the blackboard.
ئۇ هەممىمىز بىلەن قول ئېلىشىپ كۆرۈشتى.
He shook hands with all of us.
بۇ (بىزنىڭ) هەرقايسىمىزغا تېگىشلىك ئىش.
This is a matter which concerns each of us.
هەرقايسىڭلار ئۆز ئورنۇڭلاردا ئولتۇرۇڭلار.
Each of you sit in your own seat.
ئۇلارنىڭ هەرقايسىسى بىلەن سۆھبەتلىشىش كېرەك.
It's necessary to talk to each of them.

When these forms serve as qualifiers in the possessive case, the ownership-dependent suffix of the qualified noun is, in most cases, the same as in the 3rd person. For example:

'Don't any of you have a dictionary?' ــ هەممىڭلارنىڭ لۇغىتى يوقمۇ؟

'No,[70] none of us has a dictionary.' ــ هەئە، هەممىمىزنىڭ لۇغىتى يوق.
ئۇلارنىڭ هەممىسىنىڭ لۇغىتى يوق ئىكەن.
Apparently none of them has a dictionary.
هەرقايسىڭلارنىڭ بىلىتىنى هەرقايسىڭلارنىڭ جوزىسىغا قويۇپ قويدۇم.
I've put each of your tickets on each of your desks.
هەرقايسىمىزنىڭ بىلىتىنى هەرقايسىمىزنىڭ جوزىسىغا قويۇپ قويۇپتۇ.
Apparently he's put each of our tickets on each of our desks.
هەرقايسىسىنىڭ بىلىتىنى هەرقايسىسىنىڭ قولىغا بەر.
Give each of them their ticket.

However, nouns qualified by this form of the pronoun 'هەممە' may also sometimes combine with ownership-dependent suffixes which are the same as the suffix on the pronoun. For example:

ــ هەممىڭلارنىڭ لۇغىتىڭلار يوقمۇ؟
'Don't any of you have a dictionary?'
ــ هەئە، هەممىمىزنىڭ لۇغىتىمىز يوق.
'That's right, none of us has a dictionary.'

***When combined with the ownership-dependent suffixes of the noun,* the pronoun 'بارلىق' also acquires the characteristics of a Noun Pronoun. However, besides (a) the forms combined with these ownership-dependent suffixes being used in the same way as those forms of the pronoun 'هەممە', it is also used (b) on its own, in the sense of 'everything** [belonging to an individual person]' (بارلىق نەرسە). e.g.:

(a) All of us will attend this meeting. بۇ يىغىنغا بارلىقىمىز قاتنىشىمىز.
بۇ (سىلەرنىڭ) بارلىقىڭلارغا تېگىشلىك ئىش.
This is a matter which concerns all of you.
بۈگۈن ئوقۇتقۇچى (بىزنىڭ) بارلىقىمىزنى دوسكىغا چىقاردى.
Today the teacher called all of us to the blackboard.
ئۇ بارلىقىمىز بىلەن قول ئېلىشىپ كۆرۈشتى

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[70] Where it is understood that the speaker is confirming his suspicions, rather than genuinely not knowing the answer, the reply is given in the positive — i.e. in agreement with the speaker's suspicions. In English it would be possible in such cases to translate 'هەئە' as 'That's right.'

He greeted all of us with a handshake.
بارلىقىڭلارنىڭ لۇغىتى (لۇغىتىڭلار) يوقمۇ؟
Don't any of you have a dictionary?
(b) I devote everything I possess بارلىقىمنى ۋەتەنگە بېغىشلايمەن.
to the homeland.

2) **'The pronoun ھەرقانداق' (every kind of, every type of, whichever, any, in whatever way) belongs to the Adjective Pronouns and is directly dependent on nouns. It serves as a qualifier. Sometimes it is dependent on verbs and acts as an adverbial modifier**. e.g.:
This is suitable for every type of work. بۇ ھەرقانداق ئىشقا يارايدۇ.
ھەرقانداق قىينچىلىقنى يېڭىمىز.
We will overcome every kind of difficulty.
ھەرقانداق ماڭساڭمۇ بۇگۈن يېتەلمەيسەن.
However you travel, you won't be able to get there today.

***When combined with nominal ownership-dependent suffixes (in the 1st person it only combines with the plural form)*, this pronoun also acquires the characteristics of a Noun Pronoun and indicates any one of a certain number of objects. It is used in the same way as a noun**. For example:
ئۇ شاھماتقا ئۇستا، (بىزنىڭ) ھەرقانداقىمىزنى (ھەرقانداقىڭلارنى) يېڭىۋېتىدۇ.
He is an expert at chess and will completely defeat any of us (...you).
ئۇ داڭلىق شاھماتچىلارنىڭ ھەرقانداقى بىلەن ئويناليالايدۇ.
He is able to play with any famous chess player.

3) **The pronouns 'ھەرقاچان' (at whatever time, whenever) and 'ھەرقانچە' (however, no matter how) belong to the Adverb Pronouns and act as adverbial modifiers in the sentence**. For example:
Whenever you come, I'll be here. ھەرقاچان كەلسەڭ، مەن بار.
ھەرقانچە يىراق بولسىمۇ،بارغىنىم بارغان.
No matter how far it is, I definitely want to go.

4) ***When interrogative pronouns function as Comprehensive Pronouns*, they retain their own grammatical characteristics, as when used as Interrogative Pronouns, therefore they will not be discussed separately here.**

§9 Negative Pronouns
(بولۇشسىزلىق ئالماشلىرى)

1. Negative Pronouns are only used in negative sentences and indicate any of a certain number of objects or of various qualities, numerals, quantities or times. Uyghur negative pronouns consist of the word 'ھېچ' and of compound words produced by combining interrogative pronouns and certain specific words with 'ھېچ'.[71] These pronouns, and their meanings are as follows:

◊ — ھېچ
The pronoun 'ھېچ' (any) occurs in the sense of 'even one' (بىرمۇ), **or 'any one'** (ھەرقانداق بىر). For example:
There's nobody here./There isn't anybody here. ھېچ كىشى يوق.
It's impossible to go in any direction. ھېچ تەرەپكە ماڭغىلى بولمايدۇ.

◊ — ھېچكىم
The pronoun 'ھېچكىم' (anybody, anyone) occurs in the sense of 'any one person' (ھەرقانداق بىر ئادەم). For example:
Nobody came. ھېچكىم كەلمىدى.

◊ — ھېچنېمە
The pronoun 'ھېچنېمە' (anything) occurs in the sense of 'any one thing' (ھەرقانداق نەرسە). For example:
Nothing is lacking. ھېچنېمە كەم ئەمەس.

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[71] Apart from when they occur on their own, in answer to a question, these pronouns have a positive meaning, because they always occur with a negative predicate. However, in translating into English, it is often more appropriate to use a negative pronoun with a positive verb. Even when standing alone, these pronouns must be understood as being a contracted form of a negative sentence. For example, in the dialogue: '؟كىم كەلدى ــ' (Who came?), '.ھېچكىم ــ' (No-one/Nobody), the reply is a contraction of '.ھېچكىم كەلمىدى' (No-one came).

◊ — ھېچقانداق

The pronoun 'ھېچقانداق' (any, any kind of) occurs in the sense of 'any one type of' (ھەرقانداق بىر خىلدىكى). For example:

We're not in any kind of difficulty. ھېچقانداق قىينچىلىقىمىز يوق.

◊ — ھېچقايسى

The pronoun 'ھېچقايسى' (any one) occurs in the sense of 'any one, a single' (ھەرقانداق بىر). For example:

There's not a single room empty. ھېچقايسى ئۆي بىكار ئەمەس.

◊ — ھېچقاچان

The pronoun 'ھېچقاچان' (ever) occurs in the sense of 'at any time' (ھەرقانداق ۋاقىتتا). For example:

بۇ ھېچقاچان بولۇپ باقمىغان ئىش.

This has never been attempted before.

◊ — ھېچقانچە

The pronoun 'ھېچقانچە' ([not] so many, so much; [not] so, very) indicates any somewhat greater number or quantity, or any somewhat stronger degree. For example:

There are not so many people. ھېچقانچە ئادەم يوق.

It's not very far./It's not so far. ھېچقانچە يىراق ئەمەس.

◊ — ھېچنە

The pronoun 'ھېچنە' (anywhere) occurs in the sense of 'any one place' (ھەرقانداق بىر يەر). For example:

بۇگۈن ھېچنەگە بارمىدىم.

I didn't go anywhere today./I haven't been anywhere today.

◊ — ھېچقەيەر

The pronoun 'ھېچقەيەر' (anywhere) is the same as 'ھېچنە' [but is not usually used in Kashgar. For example:

بۇگۈن ھېچقەيەرگە بارمىدىم.

I didn't go anywhere today./I haven't been anywhere …

◊ — ھېچقاياق

The pronoun 'ھېچقاياق' (aside, off; anywhere) occurs in the sense of 'any one direction' (ھەرقانداق بىر تەرەپ) **or 'any one place'** (ھەرقانداق بىر يەر). For example:

Don't turn off, go straight ahead. ھېچقاياققا بۇرۇلماي، ئۈدۈل ماڭ.

I haven't been anywhere today. بۇگۈن ھېچقاياققا بارمىدىم.

I didn't go anywhere today./

◊ — ھېچبىر

The pronoun 'ھېچبىر' (any one) is synonymous with 'ھېچقايسى'. e.g.:

There's not a single room empty. ھېچبىر ئۆي بىكار ئەمەس.

◊ — ھېچنەرسە

The pronoun 'ھېچنەرسە' (anything) is synonymous with 'ھېچنېمە'. For example:

I'm not short of anything. ھېچنەرسەم كەم ئەمەس.

2. According to their grammatical characteristics, it is possible to divide Negative Pronouns into :

(1) Noun Pronouns

(2) Adjective Pronouns

(3) Numeral-Measure Word Pronouns

(4) Adverb Pronouns

1) The pronouns 'ھېچقەيەر', 'ھېچنە', 'ھېچنەرسە', 'ھېچنېمە', 'ھېچكىم' and 'ھېچقاياق' belong to the Noun Pronouns. They inflect according to case category, *combine with certain postpositions* and function as a noun in the sentence. For example:

No-one came. ھېچكىم كەلمىدى.

No-one has a dictionary. ھېچكىمنىڭ لۇغىتى يوق.

Don't mention it to anybody. ھېچكىمگە ئېيتما.

I didn't see anybody. ھېچكىمنى كۆرمىدىم.

I didn't ask anybody. ھېچكىمدىن سورىمىدىم.

I didn't meet anybody. ھېچكىم بىلەن كۆرۈشمىدىم.

Nothing was lost.	هېچنېمه يېتمىدى.
Nothing is settled.	هېچنېمىنىڭ تاينى يوق.
I don't need anything.	هېچنېمىگە هاجىتىم يوق.
He's not afraid of anything.	هېچنېمىدىن قورقمايدۇ.
I didn't see any place.	هېچنەنى كۆرمىدىم.
I couldn't find it anywhere.	هېچنەدىن تاپالمىدىم.

2) The pronouns 'هېچقانداق', 'هېچقايسى' and 'هېچبىر' belong to the Adjective Pronouns. They are directly dependent on nouns and function as qualifiers. For example:

anyone	هېچقانداق ئادەم
a single teacher	هېچقايسى مۇئەللىم
anything, any matter	هېچقانداق ئىش
anywhere, a single place	هېچبىر يەر
anytime, at all	هېچقانداق ۋاقىت
anyone, a single person	هېچبىر ئادەم
a single room	هېچقايسى ئۆي
any book, a single book	هېچبىر كىتاب
a single lesson	هېچقايسى دەرس

***When combined with the nominal ownership-dependent suffixes,* the pronoun 'هېچقانداق' acquires the properties of a Noun Pronoun and expresses any one of a certain type of object (in the 1st person it is only combined with the plural form). It functions as a noun in the sentence (It is mainly used in the 3rd person form).** For example:

ئۇ شاھماتقا ئۇستا، (سىلەرنىڭ) هېچقاندىقىڭلار تەڭ كېلەلمەيسىلەر.

He's an expert at chess, none of you can equal him.

ئۇ شاھماتقا ئۇستا، (سىلەرنىڭ) هېچقاندىقىڭلاردىن قورقمايدۇ.

He's an expert at chess, he's not afraid of any of you.

ئۇ شاھماتقا ئۇستا، (بىزنىڭ) هېچقاندىقىمىز تەڭ كېلەلمەيمىز.

He's an expert at chess, not one of us can equal him.

ھەر تۈرلۈك ئاياغلارنى كۆرسەتتىم، (ئۇلارنىڭ) هېچقاندىقىنى ياراتمىدى.

I showed him all kinds of shoes, but he didn't like any of them.

***When combined with the nominal ownership-dependent suffixes,* the**

pronouns 'هېچقايسى' and 'هېچبىر' acquire the properties of Noun Pronouns and indicate that not even one of a certain number of objects is excepted (in the 1st person they are only combined with the plural form). They function as nouns in the sentence. For example:

None of us is (/are) going.	هېچقايسىمىز (هېچبىرىمىز) بارمايمىز.
	هېچقايسىمىزنىڭ (هېچبىرىمىزنىڭ) لۇغىتى يوق.
None of us has a dictionary.	
	هېچقايسىڭلارغا (هېچبىرىڭلارغا) ياردەم بېرەلمىدىم.
I was unable to help any of you.	
I didn't see any of you.	هېچقايسىڭلارنى (هېچبىرىڭلارنى) كۆرمىدىم.
He didn't like any of them.	هېچقايسىنى (هېچبىرىنى) ياراتمىدى.

When these forms act as possessive case qualifiers, the ownership-dependent form of the noun is usually the same as in the 3rd person, but it may also be in the same person as the pronoun. e.g.:

— هېچقايسىڭلارنىڭ (هېچبىرىڭلارنىڭ) لۇغىتى (لۇغىتىڭلار) يوقمۇ؟

— ھەئە، هېچقايسىمىزنىڭ (هېچبىرىمىزنىڭ) لۇغىتى (لۇغىتىمىز) يوق.

'Don't any of you have dictionaries.'

'No, none of us has a dictionary.'

ئۇلارنىڭ هېچقايسىسىنىڭ (هېچ بىرىنىڭ) لۇغىتى يوق ئىكەن.

Apparently none of them has a dictionary.

3) The pronoun 'هېچقانچە' belongs to the Numeral-Measure Word Pronouns. It is directly dependent on nouns and acts (i) as a qualifier. It may also act directly as an adverbial modifier (ii) to adjectives and (iii) verbs. For example:

(i) (There wasn't) much time.	هېچقانچە ۋاقىت (بولمىدى).
(There aren't) many people	هېچقانچە ئادەم (يوق).
(ii) (He's not) that tall./(It's not) very high.	هېچقانچە ئېگىز (ئەمەس).
(iii) He apparently doesn't know very much.	هېچقانچە بىلمەيدىكەن.

4) The pronoun 'هېچقاچان' belongs to the Adverb Pronouns and acts as an adverbial modifier directly dependent on verbs. e.g.:

I will never forget it/him/her.	هېچقاچان يادىمدىن چىقمايدۇ.
	مەن هېچقاچان بۈگۈنكىدەك خۇشال بولمىغان.
I have never been as happy as I am today.	

§10 Indefinite Pronouns

(ئېنىقسىزلىق ئالماشلىرى)

1. Indefinite Pronouns indicate a certain object, quality, numeral, quantity or time which is unclear to the speaker. In Uyghur, Indefinite Pronouns are formed in two ways — by attaching the suffix '-دۇ//-دۈر'[72] to the end of Interrogative Pronouns, or by attaching the prefix '-تاللا' to the beginning. These pronouns, and the meanings of each of them, are as follows:

◊ — كىمدۇر

The pronoun 'كىمدۇر' (somebody, someone, someone or other) indicates a person whose identity is unclear. In most cases it is followed by the word 'بىرى' or 'بىرسى'. For example:

كىمدۇ نېرىقى بۇلۇڭدىن لوقما تاشلىدى. (ق. تۇردى)

Somebody from the far corner threw in a remark. (K. Turdi)

... كىمدۇ بىرى ئىشىكنى چەكتى. (م. پولات)

... Someone knocked on the door. (M. Polat)

... كىمدۇ بىرسى دۇتارنى كونا خەلق ئاھاڭلىرىغا چېلىپ، يېقىملىق ناخشا كۈيلەشكە باشلىدى.

... Someone played old folk tunes on the dutar and began to sing a sweet song.

◊ — نېمىدۇر

The pronoun 'نېمىدۇر' (something, something or other) indicates a thing of unknown identity. It may also be followed by the word 'بىرنېمە' or 'بىرنەرسە'. For example:

سېلىم ئاكا ... ئىشىك تەرەپتىكى كاتتىن نېمىنىدۇ ئېلىپ بېلىگە تۇگدى.

Uncle Selim ... took something from the box bed near the door and hid it in his waistband. (K. Äyyum Turdi)

كۆزۈمگە نېمىدۇ بىرنەرسە كۆرۈنگەندەك بولدى.

It was just as if something (or other) appeared before my eyes.

[72] Although '-دۇر' is the correct dictionary form of the suffix, it appears that it is very rarely used, even in written language.

◊ — قانداقتۇر

The pronoun 'قانداقتۇر' (some kind of, some ... or other) indicates an indefinite quality. The word 'بىر' almost always follows this pronoun. For example:

مەن ئەترەت ئىشخانىسىغا كىرگىنىمدە **قانداقتۇر** بىر جەدۋەللەرنى سىزىپ ئولتۇرغان 18 - 19 ياشلاردىكى كاتىپ يىگىت مېنى قىزغىن كۈتۈۋالدى. (ئە. ھاشىم)

When I entered the team office, the secretary — a young man of around 18 or 19, who was sitting drawing charts of some kind — greeted me warmly. (Ä. Hashim)

مېھرىبان ئالىمنى ئىزدەپ ياتقىغا كىرسە، ئالىم پۈتۈن دىققىتى بىلەن **قانداقتۇر** بىر كىتابنى ئوقۇۋېتىپتۇ. (پ. جېلىل)

When Mehriban went into the dormitory looking for Alim, Alim was engrossed in reading some book or other. (P. Jelil)

◊ — قايسىدۇر

The pronoun 'قايسىدۇر' (one or other of) occurs in the sense of 'being unclear as to which one' (قايسىبىرى ئىكەنلىكى ئېنىقسىز). It may also be followed by the word 'بىر'. For example:

Someone **قايسىدۇ** بىر ئۆيدىن بىر ئادەم چىقىپ دەرۋازىنى ئاچتى. came out of one or other of the houses and opened the gate.

◊ — قاچاندۇر

The pronoun 'قاچاندۇر' (at some time or other) indicates an indefinite time. It may also be followed by the words 'بىر چاغدا'. For example:

مەن بۇ ئادەمنى **قاچاندۇر** بىر كۆرگەنىدىم.

I had seen this person at some time or other.

قاچاندۇر بىر چاغدا مەن ئۇ يەرگە بىر بارغان.

At some time or other I had once been to that place.

◊ — نەدۇر//قەيەردۇر

The pronouns 'نەدۇر' and 'قەيەردۇر' (somewhere or other) indicate that the whereabouts of a place is unclear. They may also be followed by the words 'بىر يەر'. For example:

How strange! ... ئەجەبا، بۇ چىرايىنى قەيەردىدۇ كۆرگەندەك قىلىمەن
It seems to me that I've seen this face somewhere before ...
He's gone somewhere or other. ئۇ نەدۇ بىر يەرگە كېتىپتۇ.

◊ — قاياقتۇر

The pronoun 'قاياقتۇر' (in some direction or other, somewhere or other) indicates an indefinite direction or place. It may also be followed by the words 'بىر ياق'. For example:

He had left for somewhere or other. ئۇ قاياققىدۇ كېتىپ قالغانىدى.
ئۇ قاياققىدۇ بىر ياققا كېتىپ قالغانىدى.
He had gone off in some direction or other.

◊ — نېمىشقىدۇر

The pronoun 'نېمىشقىدۇر' (for some reason or other) indicates an indefinite reason. For example:

For some reason or other I become excited as soon as I see this person. نېمىشقىدۇ بۇ ئادەمنى كۆرسەملا ھاياجانلىنىپ كېتىمەن.

◊ — ئاللىكىم

Besides being used (i) synonymously with 'كىمدۇر' (somebody, someone, someone or other), the pronoun 'ئاللىكىم' is also used (ii) in the sense of 'some unknown person in some place' (نەدىكى تونۇمايدىغان بىر ئادەم). For example:

ئۇ ... مانا شۇ پايانسىز چۆل ئىچىدىن ئاللىكىمنى ئىزدەۋاتقانىدەك، يىراق-يىراقلارغا خېلىغىچە قاراپ قويۇاتتى. (ئە. تۇردى)
(i) He ... looked into the far distance for some time, as if searching for someone in that vast desert. (Ä. Turdi)
(ii) ئاللىكىملەردىن دەككە يەپ كېلىپ، بىزگە ھۆركىرەيسەن؟
Why are you screaming at us, just because you've been told off by some strangers somewhere.

◊ — ئاللىنېمە

Besides being used (i) synonymously with 'نېمىدۇر' (something, something or other), the pronoun 'ئاللىنېمە' also occurs (ii) in the sense of 'some strange thing, some abnormal thing' (غەلىتە بىرنەرسە). e.g.:

ئۇلار ئاللىنېمىلەرنى دېيىشكىنىچە ئۆيدىن چىقىپ كېتىشتى.
(i) They left the house saying something or other.
خىيالىمغا ئاللىنېمىلەر كەلگىلى تۇردى.
(ii) Strange things began to come into my mind.

◊ — ئاللىقانداق

Besides being used (i) synonymously with 'قانداقتۇر' (some kind of, some ... or other), the pronoun 'ئاللىقانداق' also occurs in the sense of (ii) 'strange, abnormal' (غەلىتە). For example:

ئۇ ... ئۆزىمۇ تولۇق چۈشىنىپ يەتمىگەن ئاللىقانداق بىر خىل ئىللىق سېزىمنىڭ پەيدا بولغىنىنى سەزدى ...
(i) He sensed that some kind of warm feeling had arisen which even he himself did not fully understand.
كاللامغا ئاللىقانداق خىياللار كەلگىلى تۇردى.
(ii) Strange thoughts began to come into my mind.

◊ — ئاللىقاياق

The pronoun 'ئاللىقاياق' (some distant place or other) occurs in the sense of 'some indefinite distant place' (ئېنىقسىز يىراق بىر يەر). e.g.:

... شۇ سۆز بىلەن ئۆزىنىڭ چىرايىدىكى پەرىشانلىق ئىپادىسىمۇ بىردەملىككە ئاللىقاياقلارغا غايىپ بولدى. ... with those words, the look of despair on his face also disappeared for a moment to some far-off place.
ئۇ بىچارە ھازىر ئاللىقاياقلاردا يۈرگەندۇ.
I think the poor fellow is now in some remote place or other.

2. According to their grammatical characteristics, **Indefinite Pronouns** are divided into **Noun Pronouns, Adjective Pronouns and Adverb Pronouns.**

1) The pronouns 'ئاللىكىم', 'قاياقتۇر', 'قايەردۇر', 'نەدۇر', 'نېمىدۇر', 'كىمدۇر', 'ئاللىنېمە' and 'ئاللىقاياق' belong to the Noun Pronouns and inflect according to grammatical category or occur *combined with postpositions* (See the above examples).

When it is appropriate to attach suffixes to words which have been formed by combining with the suffix '-دۇ//-دۇر', the suffixes come before '-دۇ//-دۇر'. For example:

some people or other	كىملەردۇ(ر)
to somewhere (or other)	نەگىدۇ(ر)
some things [accusative]	نېمىلەرنىدۇ(ر)
to some place or other	قاياقىدۇ(ر)
someone or other's	كىمنىڭدۇ(ر)

If such expressions as 'بىر ياق' or 'بىر يەر', 'بىرنېمە', '(بىرسى) بىرى' follow pronouns, suffixes may either be added to both the pronoun and the following expression, or just to the latter. For example:

someone or other's	كىمنىڭدۇ(ر) بىرسىنىڭ//كىمدۇ(ر) بىرسىنىڭ
to some place or other	نەگىدۇ(ر) بىر يەرگە//نەدۇ(ر) بىر يەرگە
from somewhere or other	قاياقتىندۇ(ر) بىر ياقتىن//قاياقتۇ(ر) بىر ياقتىن

The manner in which these pronouns combine with postpositions is similar to the above. For example:

with someone or other	كىم بىلەندۇ(ر)
about something or other	نېمە توغرۇلۇقتۇ(ر)
via somewhere or other	قەيەر ئارقىلىقتۇ(ر)
	كىم بىلەندۇ(ر) بىرسى بىلەن//كىمدۇ(ر) بىرسى بىلەن
with someone or other	
	نېمە توغرۇلۇقتۇ(ر) بىرنەرسە توغرۇلۇق//نېمىدۇ(ر) بىرنەرسە توغرۇلۇق
about something or other	
	قەيەر ئارقىلىقتۇ(ر) بىر يەر ئارقىلىق//قەيەردۇ(ر) بىر يەر ئارقىلىق
via somewhere or other	

2) The pronouns 'قانداقتۇر', 'قايسىدۇر' and 'ئاللىقانداق' belong to the Adjective Pronouns and function as qualifiers directly dependent on nouns. For example:

some (kind of) book or other	قانداقتۇر بىر كىتاب
some house or other, one or other of the houses	قايسىدۇ(ر) بىر ئۆي
letters of some sort, some sort of letters	ئاللىقانداق خەتلەر

When combined with nominal ownership-dependent suffixes, the pronoun 'قايسىدۇر' acquires the properties of a Noun Pronoun and

expresses an indefinite one out of a number of objects. It functions as a noun (The ownership-dependent suffixes come before the suffix '-دۇ//-دۇر'). For example:

one or other of us	قايسىمىزدۇ(ر)
one or other of you	قايسىڭلاردۇ(ر)
one or other of them	قايسىسىدۇ(ر)

The words 'بىرىمىز', 'بىرىڭلار' and '(بىرسى) بىرى' frequently occur after these forms. For example:

one or other of us	قايسىمىزدۇ(ر) بىرىمىز
one or other of you	قايسىڭلاردۇ(ر) بىرىڭلار
one or other of them	قايسىدۇ(ر) بىرى

The method of combining these forms with case suffixes or postpositions is also the same as that of such pronouns as 'كىمدۇر' above. For example:

	قايسىمىزنىڭدۇ(ر) بىرىمىزنىڭ//قايسىمىزدۇ(ر) بىرىمىزنىڭ
one or other of our, of one or other of us	
	قايسىڭلارغىدۇ(ر) بىرىڭلارغا//قايسىڭلاردۇ(ر) بىرىڭلارغا
to one or other of you	
from one or other of them	قايسىدىندۇ(ر) بىرىدىن//قايسىدۇ(ر) بىرىدىن
	قايسىڭلار توغرۇلۇقتۇ(ر) بىرىڭلار توغرۇلۇق//قايسىڭلاردۇ(ر)بىرىڭلار
about one or other of you	توغرۇلۇق

3) The pronouns 'قاچاندۇر' and 'نېمىشقىدۇر' belong to the Adverb Pronouns and are directly dependent on verbs. They act as adverbial modifiers. For example:

I remember going at some time or other.	قاچاندۇ بىر بارغان يادىمدا.
For some reason or other he didn't come.	نېمىشقىدۇ كەلمىدى.

Chapter 9
A GENERAL UNDERSTANDING OF VERBS
(پېئىل توغرۇلۇق چۈشەنچە)

§1 A Definition of Verbs
(پېئىلنىڭ مەنىسى)

Verbs are the word class which indicate the action of objects. Here the word 'ھەرىكەت' (action) is a grammatical term which is used in a wide sense and includes all such notions as the actions, states, changes, expressions and feelings of an object. For example:

to go	ماڭ-[73]	to shout	ۋارقىرا-
to work	ئىشلە-	to clang, ring	جاراڭلا-
to write	يаз-	to respect	ھۆرمەتلە-
to stand	تۇر-	to kiss, love	سۆي-
to sleep	ئۇخلا-	to see	كۆر-
to abate, lessen	ئازاي-	to feel	تۇي-
to become fat	سەمرى-	to flourish/prosper	گۈللەن-

§2 Verb Types
(پېئىلنىڭ تۈرى)

1. Basic Verbs, Derived Verbs and Compound Verbs
(1. تۈپ پېئىل، ياسالما پېئىل ۋە قوشما پېئىل)

According to their structure, verbs are divided into three types:

1) Basic (or Root) Verbs	تۈپ پېئىل
2) Derived Verbs	ياسالما پېئىل
3) Compound Verbs	قوشما پېئىل

1) Verbs whose original stem cannot be broken down into meaningful parts [morphemes] belong to the Basic (or Root) Verbs. e.g.:

[73] (Author's footnote) In Uyghur, the stem of the verb is homonymous with the 2nd person singular imperative mood form of the verb. In writing, we indicate the verb stem by adding a hyphen to the end.

to walk	ماڭ-	to fly	ئۇچ-	to stand	تۇر-
to jump	سەكرە-	to laugh	كۈل-	...	

2) Verbs which are formed with the help of word-formation suffixes belong to the Derived Verbs. Uyghur Derived Verbs are formed with the help of the following suffixes:

(1) ◊ — لە-//لا-

(i) Firstly, *when attached to one group of nouns*, this suffix generally forms verbs which indicate the sense of causing a certain object to possess, or turn into, the object expressed by that noun, or that a certain object turns into the object expressed by that noun. e.g.:

to commend/praise	تەقدىرلە- (تەقدىر + لە)	
[lit. cause to possess one's lot]		
to bring up, train	تەربىيلە- (تەربىيە + لە)	
[lit. cause to have training]		
to design, plan	لايىھلە- (لايىھە + لە)	
[lit. cause to have a design/plan]		
to cure, treat	داۋالا- (داۋا + لا)	
[lit. cause to have a cure/treatment]		
to be cold, freeze	[lit. become/turn into ice (vi)]	مۇزلا- (مۇز + لا)
to flourish, prosper	[lit. become like a flower]	گۈللە- (گۈل + لە)

(ii) Secondly, *when attached to nouns which indicate measuring implements*, it forms verbs which indicate the sense of measuring according to that implement [or that unit of measurement]. e.g.:

to weigh with scales, or a steelyard	جىكلا- (جىك + لا)
to measure metrically	مېترلا- (مېتر + لا)
to measure by arm-spans	غۇلاچلا- (غۇلاچ + لا)
to measure with a dipper or ladle [كەمچە = كەم]	كەملە- (كەم + لە)

(iii) Thirdly, *when attached to one group of adjectives*, it forms verbs which indicate the sense of causing a certain object to possess the quality expressed by that adjective, or that a certain object acquires that quality. For example:

to flatten, level, straighten [i.e. make level] تۈزله ـ (تۈز + له)
to improve [i.e. make good or better] ياخشىلا ـ (ياخشى + لا)
to become small كىچىكله ـ (كىچىك + له)
to cool oneself/become cool (of the weather) سالقىنلا ـ (سالقىن + لا)

(2) ◊ — ـلاش//ـلەش

(i) Firstly, *when attached to one group of nouns*, this suffix forms verbs indicating the sense of producing the object expressed by that noun, or generally occurring on the basis of that object. e.g.:

to come to an end, finish ئاخىرلاش ـ (ئاخىر + لاش)
to continue داۋاملاش ـ (داۋام + لاش)
to become industrialized سانائەتلەش ـ (سانائەت + لەش)
to be mechanized ماشىنىلاش ـ (ماشىنا + لاش)
to chat, talk پاراڭلاش ـ (پاراڭ + لاش)
to greet each other سالاملاش ـ (سالام + لاش)

(ii) Secondly, *when attached to one group of adjectives*, it forms verbs which indicate the sense of acquiring the quality expressed by that adjective. For example:

to become dark قاراڭغۇلاش ـ (قاراڭغۇ + لاش)
to become legal, be legalized قانۇنىيلاش ـ (قانۇنىي + لاش)
to become heavy ئېغىرلاش ـ (ئېغىر + لاش)
to be(come) rotten (only of people) چىرىكلەش ـ (چىرىك + لەش)

(3) ◊ — ـلان//ـلەن

(i) Firstly, *when attached to one group of nouns*, this suffix forms verbs which indicate the sense of possessing or acquiring the object expressed by that noun, or displaying that object. For example:

to arm oneself, be armed قوراللان ـ (قورال + لان)
to acquire a habit/become accustomed (to) ئادەتلەن ـ (ئادەت + لەن)
to become angry غەزەپلەن ـ (غەزەپ + لەن)
to be inspired ئىلهاملان ـ (ئىلهام + لان)
to be dejected/mournful/sad/sorrowful مۇڭلان ـ (مۇڭ + لان)

(ii) Secondly, *when attached to adjectives which express absence or lack*, it forms verbs which indicate the sense of feeling or displaying the quality expressed by that adjective. For example:

to become weak, feel weak ماغدۇرسزلان ـ (ماغدۇرسز + لان)
to be pessimistic, lose hope ئۈمىدسىزلەن ـ (ئۈمىدسىز + لەن)
to be listless/lackadaisical/out of sorts روھسىزلان ـ (روھسىز + لان)

(4) ◊ — ـئا//ـئە

***When attached to specific nouns or certain adjectives*, this suffix forms verbs which indicate the sense of bringing a certain object or quality into existence, or causing it to appear or occur.** e.g.:

to count سانا ـ (سان + ـ ئا)
to name ئاتا ـ (ئات + ـ ئا)
to disappear, get lost يوقا ـ (يوق + ـ ئا)
to arrange, repair, straighten, tidy تۈزە ـ (تۈز + ـ ە)
to bleed قانا ـ (قان + ـ ئا)
to play ئوينا ـ (ئويۇن + ـ ئا)

(5) ◊ — ـسىرا//ـسىرە

***When attached to certain nouns*, this suffix forms verbs which mean that the object expressed by that noun decreases, or is required.** For example:

to bleed profusely, lose blood قانسىرا ـ (قان + ـ سىرا)
to become fatigued, tire ھالسىرا ـ (ھال + ـ سىرا)
to doze off, fall asleep [due to lack of sleep] ئۇيقۇسىرا ـ (ئۇيقۇ + ـ سىرا)
to long for a husband[74] ئەرسىرە ـ (ئەر + ـ سىرە)

(6) ◊ — ـئاي//ـئەي//ـي

***When attached to certain adjectives or nouns*, this suffix forms verbs indicating the sense of acquiring a certain quality or object.** e.g.:

to grow larger, intensify زوراي ـ (زور + ـ ئاي)
to abate, decrease, diminish, lessen ئازاي ـ (ئاز + ـ ئاي)
to abate, decrease, lessen, weaken پەسەي ـ (پەس + ـ ئەي)

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[74] This has a negative connotation and is used of divorced women who chase men in a desperate attempt to acquire another husband.

to turn black, turn dark (قارا + ـي) قاراي ـ
to gain strength, grow, increase, intensify (كۈچ + ـئەي) كۈچەي ـ

(7) ◊ — ـئار//ـئەر//ـر

***When attached to certain adjectives*, this suffix forms verbs which indicate the sense of acquiring the quality expressed by that adjective**. For example:

to become clean, turn white (ئاق + ـئار) ئاقار ـ
to become young (ياش + ـئار) ياشار ـ
to turn blue, turn green, go mouldy (كۆك + ـئەر) كۆكەر ـ
to become short (قسقا + ـر) قسقار ـ

(8) ◊ — ـى

***When attached to certain adjectives*, this suffix forms verbs which indicate the sense of acquiring or possessing the quality expressed by that adjective**. For example:

to lack, be lacking, be short (كەم + ـى) كەمى ـ
to become rich, prosper (باي + ـى) بېيى ـ
to become calm, be peaceful, be quiet, quieten down (تىنچ + ـى) تىنچى ـ
to be(come) firm/tight/strong, strengthen (بەك + ـى) بېكى ـ

(9) ◊ — ـدا//ـدە

***When attached to specific nouns*, this suffix forms verbs with various meanings**. For example:

to carry out, complete, implement, perform [place = ئورۇن] (ئورۇن + ـدا) ئورۇندا ـ
to look for, seek, trace [trace = ئىز] (ئىز + ـدە) ئىزدە ـ
to appeal, call for, persuade, urge [sound, voice = ئۈن] (ئۈن + ـدە) ئۈندە ـ
to beat, pound, ram, tamp [rammer = خاكا] (خاكا + ـدە) خاكىدا ـ

(10) ◊ — ـشتۇر//ـشتۇر//ـبشتۇر//ـبشتۇر

***When attached to certain verb stems*, this suffix forms verbs which mean that the action expressed by that verb is carried out perfunctorily or with the minimum of effort, or that it is revised to a certain level**. For example:

to do something in a slap-dash manner (سىلا + ـشتۇر) سىلاشتۇر ـ
to clean up, put in good order, straighten out (يىغ + ـبشتۇر) يىغىشتۇر ـ
to arrange, straighten out, tidy up (تۈزە + ـشتۇر) تۈزەشتۇر ـ
to train (a plant by tying to a framework, cane, etc.) (يۆمە + ـشتۇر) يۆمەشتۇر ـ

(11) The following verbs also belong to the Derived Verbs, but the suffixes which form them are extremely unproductive. For example:

to smile (كۈل + ـۈمسىرە)[75] كۈلۈمسىرە ـ
to irrigate, water (سۇ + ـغار) سۇغار ـ
to control, manage, operate, rule, run (باش + ـقۇر) باشقۇر ـ
to encounter, meet, meet with, suffer (يول + ـۇق) يولۇق ـ
to be late (كەچ + ـىك) كېچىك ـ
to flourish, thrive; live, reside (ياش + ـنا) ياشنا ـ
to adjust, regulate, revise; mix, blend (تەڭ + ـشە) تەڭشە ـ
to bulge, distend, expand, swell (چىك + ـقال) چىكقال ـ
to belittle, discriminate against, humiliate (كەم + ـسىت) كەمسىت ـ
to become quiet, calm down (جىم + ـىق) جىمىق ـ

(12) In Uyghur, Imitative (Onomatopoeic) Words are used a great deal. The overwhelming majority of these Imitative Words can change into verbs with the help of suffixes. (This will be discussed in **Chapter 14, *Imitative Words*, p. 459**).

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[75] In fact, this belongs to sub-section (5) (ـسىرا//ـسىرە), but has the additional infix 'ـۈم'.

(13) It is also possible to consider Voice Forms (دەرىجە شەكىللىرى), **apart from the original active voice** (ئەسلى دەرىجە), **as Derived Verbs formed on the base of the verb.** (The circumstances relating to this will be introduced when speaking about voice categories of the verb — **Chapter 12, *Stem Forms of the Verb*, §2 *Voice Category*, p.391.**)

3) Verbs which have been *produced by two words becoming an inseparable whole, both phonetically and semantically, and expressing a single lexical meaning*, belong to the Compound Verbs. e.g.:

to make, produce	ـ ئىشلەپچىقار	to destroy	ـ تارمار قىل
to greet, welcome	ـ قارشى ئال	to oppose, resist	ـ قارشى تۇر
to be destroyed			ـ تارمار بول
to adopt a method, deal		with, handle	ـ چارە كۆر

2. Transitive and Intransitive Verbs

(2. ئۆتۈملۈك ۋە ئۆتۈمسىز پېئىللار)

According to whether or not they require a **Direct Object**, verbs are divided into two types:

a) Transitive Verbs ئۆتۈملۈك پېئىللار

b) Intransitive Verbs ئۆتۈمسىز پېئىللار

a) Verbs which express an action that is transferred to a certain object are called Transitive Verbs. Such verbs always require a noun (or words functioning as nouns) in the form of the accusative case (or accusative in nature) to serve as a direct object for themselves. For example:

to write a letter	ـ خەتنى ياز	to play the dutar	ـ دۇتارنى چال
to read a book	ـ كىتابنى ئوقۇ	to eat a meal	ـ تاماقنى يە
to love one's country			ـ ۋەتەننى سۆي

b) Other verbs are called Intransitive Verbs. For example:

to go, set out, walk	ـ ماڭ	to arrive, come	ـ كەل
to run, spring into action	ـ يۈگۈر	to sit	ـ ئولتۇر
to be arrogant, conceited, proud			ـ مەغرۇرلان

The Direct Object of certain verbs may either be in the accusative case or the dative case. For example:

to ride a horse ـ ئاتنى مىن // ـ ئاتقا مىن

سۆزۈڭنى چۈشەنمىدىم.//سۆزۈڭگە چۈشەنمىدىم.

I don't understand what you said.

to follow Äkhmät ـ ئەخمەتنى ئەگەش // ـ ئەخمەتكە ئەگەش

Certain verbs may sometimes occur in a Transitive sense and sometimes in an Intransitive sense. For example:

Transitive		Intransitive	
to play ball	توپنى ئوينا ـ	to play on the field	مەيداندا ئوينا ـ
to read a newspaper	گېزىتنى ئوقۇ ـ	to study at school	مەكتەپتە ئوقۇ ـ
to do homework	تاپشۇرۇقنى ئىشلە ـ	to work in a factory	زاۋۇتتا ئىشلە ـ

3. Dynamic Verbs and Stative Verbs

(3. ھەرىكەت پېئىللىرى ۋە ھالەت پېئىللىرى)

According to their semantic properties, Verbs are divided into two types:

a) Dynamic verbs ھەرىكەت پېئىللىرى

b) Stative verbs ھالەت پېئىللىرى

a) Dynamic Verbs indicate the coming into existence of the fact of a certain action. For example, if we say, 'يازدىم' (I wrote), the action of '**ـ يازـ**' is expressed as having come into existence; if we say, 'بارىسەن' (you go/you will go), the action of '**ـ بارـ**' is expressed as coming into existence habitually or in the future. The verbs '**ـ يازـ**' and '**ـ بارـ**' are reckoned to be dynamic verbs. **The overwhelming majority of Uyghur verbs belong to the dynamic verbs.**

b) Stative Verbs indicate that the fixed state of the fact of a certain action exists continuously. For example, if we say, 'ئەخمەت ھازىر سىنىپتا ئولتۇرىدۇ' (Äkhmät is sitting in the classroom), here the action of '**ـ ئولتۇرـ**' is not expressed as coming into existence habitually or in the future, but rather, the action of '**ـ ئولتۇرـ**' is expressed as the continuously existing state of an action which has come into existence. Here the verb '**ـ ئولتۇرـ**' is reckoned to be a stative verb. **To sum up, Stative**

Verbs are verbs which, on the basis of their lexical meaning, express the concept of continuous aspect.

Uyghur Stative Verbs do not appear as a separate unit, but by certain Dynamic Verbs acting as Stative Verbs in specific circumstances. ***The occasions on which these dynamic verbs act as stative verbs may be distinguished by the context.*** For example, if we say,'ئەخمەت كەلسە، ماڭا ئورۇندۇقتا ئولتۇرىدۇ' (When Äkhmät comes he will sit on this chair), here the coming into existence of the action of '**ئولتۇر-**' is expressed. Therefore, the verb '**ئولتۇر-**' is here reckoned to be a **Dynamic Verb**, but if we say, 'ئەخمەت ھازىر سىنىپتا ئولتۇرىدۇ' (Äkhmät is sitting in the classroom), we express the existence of the action of '**ئولتۇر-**' as a continuous state which has come into existence . Therefore, the verb '**ئولتۇر-**' is here reckoned to be a **Stative Verb**.

In Uyghur, the verbs '-ئولتۇر', '-ياتـ'(to lie), '-تۇر' (to stand) and '-يۈر' (to go) function as Stative Verbs in specific circumstances.[76]

4. Independent Verbs and Auxiliary Verbs

(4. مۇستەقىل پېئىللار ۋە يارىدەمچى پېئىللار)

According to whether or not they occur on their own as sentence components, verbs are divided into two types:

a) Independent Verbs مۇستەقىل پېئىللار

b) Auxiliary Verbs يارىدەمچى پېئىللار

a) Verbs which can act as sentence components on their own are reckoned to be Independent Verbs. For example, in the sentence 'ئەخمەت كەلدى' (Äkhmät came), the verb '**كەل-**' (to come) acts as a predicate; in the sentence 'تىرىشىپ ئوقۇيمەن' (I study hard), the verb '**تىرىش-**' (to strive, try hard) acts as an adverbial modifier; and in the

[76] The concept of stative verbs as given here is very different from the concept of stative verbs in English, which exist as a separate category and include such verbs as: *adore, be, doubt, lack, owe, seem, etc.,* which indicate states rather than actions. According to 'The Concise Linguistic Dictionary' (1991 قسقىچە تىلشۇناسلىق لۇغىتى), the verbs 'ماڭماق' and 'ئۇخلىماق' may also function as stative verbs

expression 'گۈللەنگەن شىنجاڭ' (prosperous Xinjiang), the verb '**گۈللەن-**' (to flourish, prosper) acts as a qualifier. **These verbs are reckoned to be Independent Verbs. The overwhelming majority of Uyghur verbs belong to the Independent Verbs.**

b) Verbs which cannot act as sentence components on their own, but indicate a grammatical meaning only when combined with other words, are reckoned to be Auxiliary Verbs. For example, in the sentence 'مەن ئۇ چاغدا ئۈرۈمچىدە ئىدىم' (At that time I was in Urumqi), the verb '**ئىدىم**' acts as the predicate together with the noun 'ئۈرۈمچىدە' and serves to indicate such grammatical meanings as direct statement, past tense, 1st person singular; in the constructions 'ئادەم بول-' (to be a human being) and 'قىزىل قىل-' (to make red), the verbs '**بول-**' and '**قىل-**' serve to bring the noun or adjective with which they are combined into the rank of verbs; and in the sentences 'ھاۋا ئىسسىپ كەتتى' (the weather has become really hot), 'سائەت توشۇپ قالدى' (the hour is almost up) and 'بالىلار ئويناپ يۈرىدۇ' (the children are playing), the verbs '**كەت-**', '**قال-**' and '**يۈر-**', combined with associative adverbial verb forms, serve to indicate such aspectual meanings as intensification, suddenness, and continuousness. **The verbs '-بول', '-قىل', '-كەت', '-قال' and '-يۈر' are reckoned to be Auxiliary Verbs.**

According to their function, Uyghur Auxiliary Verbs are divided into two types:

1) Aspect Auxiliaries تۇس يارىدەمچىلىرى

2) Copulas or Linking Verbs باغلامچىلار

1) Aspect Auxiliaries (تۇس يارىدەمچىلىرى)

Aspect Auxiliaries are basically added to associative adverbial forms of the verb to produce the verb's aspectual stem forms. They include auxiliary verbs that indicate various aspectual concepts connected with the conditions under which the action is carried out.

Aspect Auxiliaries are basically a group of independent verbs which appear, in specific situations, by changing their lexical meaning or grammatical function and acting as Aspect Auxiliaries. In Uyghur, mainly the following verbs act as aspect auxiliaries:

باشلا ـ	كۆر ـ	باق ـ	بەر ـ	ئال ـ
بول ـ	تاشلا ـ	كەت ـ	قوي ـ	قال ـ
ئولتۇر ـ	يات ـ	ئۆت ـ	كەل ـ	چىق ـ
			تۇر ـ	يۇر ـ

As a result of certain aspect auxiliaries being merged with adverbials and undergoing phonetic change, several <u>infixes that express a special aspectual concept</u> have come into existence as follows:

◊ — ـۋاتـ//ـۋاتـ//ـۋۇاتـ//ـۋۇاتـ

This infix has been produced as a result of the aspect auxiliary 'ـيات' undergoing phonetic change after merging with the suffix of the associative adverbial. *When attached to the verb stem*, it indicates <u>the aspectual concept of continuity</u>. For example:

The children <u>are playing</u> outside. بالىلار سىرتتا ئويناۋاتىدۇ.

◊ — ـلا//ـلە ـ(ـيلا/ـيەلە)//ـالا//ـەلە

This infix has been produced as a result of the aspect auxiliary 'ـئال' undergoing phonetic change after merging with the suffix of the 'ـئا' adverbial. *When attached to the verb stem*, it indicates <u>the aspectual concept of ability or possibility</u>. For example:

<u>I can write</u> in Uyghur. مەن ئۇيغۇرچىنى يازالايمەن.

◊ — ـۋەر//ـبۇەر

This infix has been produced as a result of the aspect auxiliary 'ـبەر' undergoing phonetic change after merging with the suffix of the 'ـئا' adverbial. *When attached to the verb stem*, it indicates <u>the aspectual concept of non-restriction</u>. For example:

پايدىسى يوق گەپنى قىلىۋېرىشنىڭ ھاجىتى يوق.

There's no need <u>to carry on talking</u> such drivel.

◊ — ـۋەت//ـبۇەت//ـۋۇەت//ـۋۇەت

This infix has been produced as a result of the aspect auxiliary 'ـئەۋەت' undergoing phonetic change after merging with the suffix

of the associative adverbial. *When attached to the verb stem*, it indicates <u>the aspectual concept of intensification and incisiveness</u>.[77]

e.g.: قېنى، كېلە، بىر رومكىدىن پىۋا ئىچىۋېتەيلى.

Well, come on <u>let's down</u> a glass of beer.

◊ — ـۋال//ـبۇال//ـۋۇال//ـۋۇال

This infix has been produced as a result of the aspect auxiliary 'ـئال' undergoing phonetic change after merging with the suffix of the associative adverbial. *When attached to the verb stem*, it indicates <u>the aspect of being directed towards the subject</u>.[78] For example:

<u>We bought</u> a lot of books. بىز نۇرغۇن كىتابلارنى سېتىۋالدۇق.

2) <u>Copulas/Linking Verbs</u> (باغلامچىلار)

Copulas include Auxiliary Verbs which, *when added to substantive words and to non-finite verb forms*, <u>link them to grammatical categories which are specific to verbs</u>. According to their function and form, Copulas may be divided into two types:

a) Complete Copulas تولۇق باغلامچىلار

b) Incomplete Copulas تولۇقسىز باغلامچىلار

a) <u>Complete copulas</u>

(i) Firstly, *when added to substantive words*, <u>Complete Copulas</u> construct verbal forms of those words, so <u>enabling them to be linked to all or some of the grammatical categories of verbs</u>. e.g.:

to be(come) a teacher	مۇئەللىم بول ـ
to be(come) beautiful	چىرايلىق بول ـ
to be(come) five in number	بەش بول ـ
to do one's military service	ئەسكەر قىل ـ

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[77] This aspectual infix also gives the sense of doing something thoroughly, or completely, or all in one go.

[78] It also expresses such meanings as 'managing to do','finding time to do'/'succeeding in doing'. e.g.: ئۇ كۆرمىگەن ۋاقىتتا مەن قارىۋالدىم. — <u>I managed to have a look</u> while he wasn't looking/<u>I succeeded in having a look</u>/<u>found time to have a look</u> ...

to do (something) well	ياخشى قىل-
to do (something) five times	بەش قىل-

(ii) Secondly, when attached to the participial form of the verb and certain gerundal (verbal noun) forms, they construct the state stem forms of the verb and thereby enable those forms to be linked with other grammatical categories of the verb. For example:

to appear to write, etc.	يازغان بول-
to be in the habit of writing, be able to write, etc.	يازىدىغان بول-
to be writing, appear to be writing	يېزىۋاتقان بول-
to be going to write, intend to write	يازماقچى بول-
to make appear to have written	يازغان قىل-
to enable to write	يازىدىغان قىل-
to feel as if (something) had been written/ appear to have been writing[79]	يازغاندەك بول-
to look as if writing	يېزىۋاتقاندەك قىل-
to be ready to write, be about to write, etc.	يازغۇدەك بول-

In Uyghur, the following verbs function as Complete Copulas in specific circumstances:

هېسابلا- كەل- تۇر- قىل- بول-
چاغلا- كۆر- چىق- هېسابلان-

Of these, 'بول-' and 'قىل-' are most often used in this role.

b) Incomplete Copulas

Instead of inflecting on the basis of a particular stem, Incomplete Copulas include Auxiliary Verbs which have become fixed in a specific grammatical form. Some of them have become like suffixes rather than verbs, because they do not have a related stem form.

(i) Firstly, *when attached to substantive words*, Incomplete Copulas construct various predicate forms characteristic of mood, tense

[79] For example: When the teacher comes, look as if you've been writing. — مۇئەللىم كەلسە، يازغاندەك بول.

and person; negative forms; and judgment noun[80] forms. e.g.:

I am a student.	ئۇقۇغۇچىمەن.[81]	You are tall.	ئېگىز ئىكەنسىز.
I was a student.	ئوقۇغۇچى ئىدىم.	Two, I think.	ئىككىيغۇ دەيمەن.
You are a student.	ئوقۇغۇچىسەن.	Not me.	مەن ئەمەس.
You were a student.			ئوقۇغۇچى ئىدىڭ.
I've heard it's a long way.			يىراق ئىمىش.
It looks as if there won't be enough.			ئاز ئوخشايدۇ.
being difficult, that it would be difficult			قىيىن ئىكەنلىك

مەن ئۇيغۇرچە ئۆگىنىشنىڭ قىيىن ئىكەنلىكىنى بىلمەپتىمەن.

I didn't realize that it would be difficult to learn Uyghur.

(ii) Secondly, they play a part in constructing several State-Tense forms of the verb. For example:

I have written, I wrote	يازغانمەن	I had written	يازغانىدىم
(someone) has written	يېزىۋەتكەن	you used to write	يازاتتىڭ
I intend to write, I'm going to write			يازماقچىمەن
I intended to write, I was going to write			يازماقچىدىم
he intends to write, he was going to write			يازماقچىكەن

Incomplete Copulas can be divided into seven types according to their grammatical function:

(1) Direct Judgment Copula	ۋاستىسىز ھۆكۈم باغلامچىسى
(2) Indirect Judgment Copula	ۋاستىلىك ھۆكۈم باغلامچىسى
(3) Hearsay Judgment Copula	ئاڭلاتما ھۆكۈم باغلامچىسى
(4) Subjective Assessment Judgment Copula	سۇبيېكتىپ مۆلچەر ھۆكۈم باغلامچىسى
(5) Objective Assessment Judgment Copula	ئوبيېكتىپ مۆلچەر ھۆكۈم باغلامچىسى
(6) Negative Judgment Copula	بولۇشسىز ھۆكۈم باغلامچىسى

[80] When an incomplete copula is attached to a noun it serves as its predicate and the resulting word form is known as a 'ھۆكۈملۈك ئىسىم' (judgment noun), which is equivalent to an indicative (declarative) statement.

[81] The '-مەن', '-سەن' and '-غۇ' endings on the forms with dotted underlining are inseparable incomplete copula forms.

(7) Gerundal (Verbal Noun) Judgment Copula ئىسىمداش ھۆكۈم باغلامچىسى

Because the first five of these types are always linked to a person, they may be universally termed Personal Judgment Copulas (شەخسلىك ھۆكۈم باغلامچىلىرى) **and because the latter two types are not linked to a person, they may be termed Impersonal Judgment Copulas** (شەخسسىز ھۆكۈم باغلامچىلىرى).[82] The forms of each type of Incomplete Copula are fully introduced below. As far as their usage is concerned, that will be explained in the relevant chapters.

(1) Direct Judgment Copula (ۋاستىسىز ھۆكۈم باغلامچىسى)

This copula differs in tense and person and occurs in the following forms:

Person		Tense	
		Present Tense	Past Tense
1st person	singular type	ـمەن	ئىدىم
	plural type	ـمىز	ئىدۇق
2nd person	singular ordinary type	ـسەن	ئىدىڭ
	singular refined type	ـسىز	ئىدىڭىز
	sg. respectful type	ـلا	ئىدىلە
	plural ordinary type	ـسىلەر	ئىدىڭلار
3rd person type		ـدۇر// ـتۇر	ئىدى

[82] Although the gerundal judgment copula does not itself inflect according to person, it always takes ownership-dependent suffixes appropriate to the person of its possessor. See the examples in Chapter 13, §4, sub-section 2.

The forms of the Present Tense Direct Judgment Copula appear to be almost the same as the personal suffixes, but they are actually shortened types of the old direct judgment copula forms:

ئېرۇرمەن or تۇرۇرمەن > دۇرۇرمەن > دۇرمەن

ئېرۇرمىز تۇرۇرمىز > دۇرۇرمىز > دۇرمىز

ئېرۇرسەن تۇرۇرسەن > دۇرۇرسەن > دۇرسەن

..... تۇرۇر > دۇرۇر > دۇر

Because of this, and the fact that they consistently alternate with their own past tense forms and other judgment copulas, and serve to express a grammatical meaning which is unique to present tense forms of the Direct Judgment Copula, they should still be counted as Auxiliary Verbs. N.B. The respectful type present tense form of the 2nd person Direct Judgment Copula — 'ـلا' — is only used in the formation of State-Tense forms of the verb.

(2) Indirect Judgment Copula

This copula differs in person. It occurs in the following forms:

1st person	singular type	ئىكەنمەن
	plural type	ئىكەنمىز
2nd person	singular ordinary type	ئىكەنسەن
	singular refined type	ئىكەنسىز
	sg. respectful type	ئىكەنلا
	plural ordinary type	ئىكەنسىلەر
3rd person type		ئىكەن

To sum up, the Indirect Judgment Copula does not differ with regard to tense. Only the 3rd person past tense form — 'ئىكەندۇق'— is occasionally met with [in Northern Xinjiang].

(3) Hearsay Judgment Copula

This copula differs in both person and tense. It occurs in the following forms:

Person		Tense	
		Present Tense	Past Tense
1st person	singular type	ـ دەكمەن (ئىمىشمەن)	ئىكەنمىشمەن (ئىكەنمەنمىش)
	plural type	ـ دەكمىز (ئىمىشمىز)	ئىكەنمىشمىز (ئىكەنمىزمىش)
2nd person	sg. ordinary type	ـ دەكسەن (ئىمىشسەن)	ئىكەنمىشسەن (ئىكەنسەنمىش)
	sg. refined type	ـ دەكسىز (ئىمىشسىز)	ئىكەنمىشسىز (ئىكەنسىزمىش)
	sg. respectful type	ـ دەكلا (ئىمىشلا)	ئىكەنمىشلا (ئىكەنلامىش)
	pl. ordinary type	ـ دەكسىلەر (ئىمىشسىلەر)	ئىكەنمىشسىلەر (ئىكەنسىلەرمىش)
3rd person type		ـ دەك (ئىمىش)	ئىكەنمىش

(4) Subjective Assessment Judgment Copula

This copula differs in both person and tense. It occurs in the following forms:

Person		Tense	
		Present Tense	Past Tense
1st person	singular type	ـ دۇرمەن (ـ دىمەن)	بولغىيدىم (ئىدىمغۇ دەيمەن)
	plural type	ـ دۇرمىز (ـ دىمىز)	بولغىيدۇق (ئىدۇققۇ دەيمەن)
2nd person	sg. ordinary type	ـ دۇرسەن	بولغىيدىڭ (ئىدىڭغۇ دەيمەن)
	sg. refined type	ـ دۇرسىز	بولغىيدىڭىز (ئىدىڭىزغۇ دەيمەن)
	sg. respectful type	ـ دۇرلا (ـ دىلا)	بولغىيدىلە (ئىدىلەغۇ دەيمەن)
	pl. ordinary type	ـ دۇرسىلەر	بولغىيدىڭلار (ئىدىڭلارغۇ دەيمەن)
3rd person type		ـ دۇر (ـ دۇ)	بولغىيدى (ئىدىغۇ دەيمەن)

N.B. In Kashgar the bracketed forms are in common use, rather than the first forms given above, which are used more in Northern Xinjiang.

(5) Objective Assessment Judgment Copula

This copula differs in person. It occurs in the following forms:

Types of Person		Forms
1st person	singular	(بولسام كېرەك//چېغىمبا) ئوخشايمەن[83]
	plural	(بولساق كېرەك//چېغىمىزۇا) ئوخشايمىز
2nd person	sg. ordinary	(بولساڭ كېرەك//چېغىڭۇا) ئوخشايسەن
	sg. refined	(بولسىڭىز كېرەك//چېغىڭىزۇا) ئوخشايسىز
	sg. respectful	(بولسىلا كېرەك//چېغىلىرىۇا) ئوخشايلا
	plural ordinary	(بولساڭلار كېرەك//چېغىڭلارۇا) ئوخشايسىلەر
3rd person		(بولسا كېرەك//چېغى) ئوخشايدۇ

(5) Negative Judgment Copula

This copula occurs in the form 'ئەمەس'.

(6) Gerundal (Verbal Noun) Copula

This copula occurs in the form 'ئىكەنلىك'.

5. Concerning Morphological Forms of the Verb

(پېئىلنىڭ مورفولوگىيىلىك شەكىللىرى توغرىسىدا)

When speaking of morphological forms of the verb, we mean various grammatical forms which have been arrived at by means of inflection (by the addition of suffixes or by combination with auxiliary

[83] The first form (on the left) is used in Kashgar, the 2nd in literature, the third in Northern Xinjiang.

verbs). Uyghur verbs are a word class extremely rich in morphological forms. By means of inflection they assume all kinds of forms and express all kinds of grammatical meanings, or they acquire the capacity of substantive words and are used in the same way as substantive words. Morphological forms of the verb can be divided into three types:

(i) Verbal Predicate forms پېئىلنىڭ خەۋەر شەكىللىرى

(ii) Verbal Substantive Word forms پېئىلنىڭ تۇرغۇن سۆز شەكىللىرى

(iii) Verbal Stem forms پېئىلنىڭ ئۆزەك شەكىللىرى

(i) Predicate forms of the verb comprise verbal forms which produce information (خەۋەر) in the sentence. They differ with respect to mood (مەيل) and person and express the Mood Category and Person Category. A number of them also differ with respect to state and tense and express the State-Tense Category. For example, the following predicate forms of the verb '**يازـ**' differ in mood from top to bottom and express the mood category; they differ in person from right to left and express the person-number category:

PREDICATE FORMS OF THE:

Simple Past Tense Direct Statement Mood

ـ يازدىم، يازدۇق، يازدىڭ، يازدىڭلار، يازدى

Simple Past Tense Indirect Statement Mood

ـ يېزىپتىمەن، يېزىپتىمىز، يېزىپسەن، يېزىپسىلەر، يېزىپتۇ

Simple Past Tense Hearsay Statement Mood ـ يېزىپتىدەكمەن، يېزىپتىدەكمىز، يېزىپتىدەكسەن، يېزىپتىدەكسىلەر، يېزىپتىدەك

Simple Past Tense Subjective Assessment Mood

ـ يازغاندىمەن، يازغاندىمىز، يازغانسەن، يازغانسىلەر، يازغاندۇ

Imperative Mood ـ يازاي، يازايلى، يازغىن، يېزىڭلار، يازسۇن

Hypothesis-Objection (Conditional) Mood

ـــ يازسام، يازساق، يازساك، يازساڭلار، يازسا

Hope-Polite Suggestion Mood

ـــ يازسامسكەن، يازساقسكەن، يازساڭسكەن، يازساڭلارسكەن، يازسسكەن

Wish Mood

ـــ يازسامسدىم، يازساقسدۇق، يازساڭسدىك، يازساڭلارسدى، يازسسدى

Wish/Hope Mood[84] [not used in Kashgar]

ـــ يازغىسدىم، يازغىسدۇق، يازغىسدىك، يازغىسدىڭلار، يازغىسدى

Regret and Entreaty Moods[85]

ـــ يازسامچۇ، يازساقچۇ، يازساڭچۇ، يازساڭلارچۇ، يازسچۇ

Necessity Mood

ـــ يازسام بولىدۇ، يازساق بولىدۇ، يازساك بولىدۇ، يازساڭلار بولىدۇ، يازسا بولىدۇ

The following predicate forms, which belong to the Direct Statement Mood of the verb '**يازـ**', differ in state and tense from top to bottom and express the State-Tense Category; they differ in person from right to left and express the Person Category:

PREDICATE FORMS OF THE:

Present/Future (Imperfect) Tense

ـــ يازىمەن، يازىمىز، يازىسەن، يازىسلەر، يازىدۇ

Past Imperfect Tense ـــ يازاتتىم، يازاتتۇق، يازاتتىك، يازاتتىڭلار، يازاتتى

[84] Whether this mood is to be interpreted as a wish or a hope may be understood from the context.

[85] The two forms are distinguished by the position of the stress, which is on the first syllable in the regret mood and on the final syllable before the '**ـچۇ**' suffix in the entreaty mood.

Present Continuous Tense

ـــ يېزىۋاتىمەن، يېزىۋاتىمىز، يېزىۋاتىسەن، يېزىۋاتىسلەر، يېزىۋاتىدۇ

Past Continuous Tense

ـــ يېزىۋاتاتتىم، يېزىۋاتاتتۇق، يېزىۋاتاتتىك، يېزىۋاتاتتىڭلار، يېزىۋاتاتتى

Present/Future Intention Tense

ـــ يازماقچىمەن، يازماقچىمىز، يازماقچىسەن، يازماقچىسلەر، يازماقچى

Past Intention Tense

ـــ يازماقچىدىم، يازماقچىدۇق، يازماقچىدىك، يازماقچىدىڭلار، يازماقچىدى

Simple Past Tense ـــ يازدىم، يازدۇق، يازدىك، يازدىڭلار، يازدى

Present Perfect Tense

ـــ يازغانمەن، يازغانمىز، يازغانسەن، يازغانسلەر، يازغاندۇ

Past Perfect Tense

ـــ يازغاندىم، يازغاندۇق، يازغاندىك، يازغاندىڭلار، يازغاندى

(ii) Verbal Substantive Word forms comprise verbal forms which are used in the same way as substantive words. They include Participial (سۈپەتداش) forms of the verb which are used in the same way as adjectives, Adverbial (رەۋىشداش) forms of the verb which are used in the same way as adverbs, Gerundal (Verbal Noun) (ئىسىمداش) forms of the verb which are used in the same way as nouns, and one kind of Intention Verb (مەقسەت پېئىل) form. Each of the participial, adverbial and gerundal forms of the verb are divided into several types which possess different grammatical meanings or capacities. If we choose as an example the substantive word forms of the verb '**يازـ**', they will be as follows:

(1) **Participial forms**	يازغان	يازىدىغان	يېزىۋاتقان	يازار
(2) **Adverbial forms**	يازا يازغاچقا	يېزىپ يازغانسېرى	يازغىچە يازغىلى	يازغاچ
(3) **Gerundal forms**	يازماق يېزىۋاتقانلىق	يېزىش يازغۇ	يازغانلىق يازغۇچى	يازىدىغانلىق
(4) **Intention Verb form**				يازماقچى

(iii) Stem forms of the verb comprise verb forms which are the common basis for both Verbal Predicates and Substantive Words. For example, the '**يازـ**' form of the verb '**يازـ**' has formed the common basis for the verbal predicate '**يازدىم**' and the substantive word '**يازغان**'; the form '**يازما**ـ' has formed the common basis for the verbal predicate '**يازمايمەن**' and the substantive word '**يازمايدىغان**'; the form '**يازدۇر**ـ' has formed the common basis for the verbal predicate '**يازدۇرۇپتۇ**' and the substantive word '**يازدۇرغۇچە**'; the form '**يېزىپ بول**ـ' has formed the common basis for the verbal predicate '**يېزىپ بولسۇن**' and the substantive word '**يېزىپ بولغاچقا**'; the form '**يازۇەر**ـ' has formed the common basis for the verbal predicate '**يازۇەرىمەن**' and the substantive word '**يازۇەرىش**'. **These forms of the verb '**يازـ**' ('**يازـ**', '**يازما**ـ', '**يازدۇر**ـ', '**يېزىپ بول**ـ', '**يازۇەر**ـ') are considered to be Stem Forms of the verb.**

The Stem forms of the verb differ with respect to voice (دەرىجە) and express the Voice Category; they differ with respect to positivity and negativity and express the Positive-Negative Category. The complex stem forms also differ with respect to aspect and express the Aspect Category; and with respect to state and express the State Category. If we choose the stem forms of the verb '**يازـ**' as an example, they will be as follows:

(1) **Voice forms**	يازـ	يازدۇر ـ	يازىل ـ	يېزىش ـ
(2) **Positive-Negative forms**			يازـ	يازما ـ
(3) **Aspect forms**	يازـ	يازۇەر ـ	يېزىۋەت ـ	يېزىۋات ـ
		يېزىپ ياتـ	يېزىپ ئولتۇر ـ	يېزىپ يۈر ـ
		يېزىپ چىق ـ	يېزىپ قوي ـ	يېزىپ باق ـ
		يېزىپ بەر ـ	يازغىلى تۇر ـ	...
			يېزىۋال ـ	
(4) **State forms**	يازغان بول ـ		يازىدىغان بول ـ	
	يېزىۋاتقان بول ـ		يازماقچى بول ـ	

To summarize the above, it is possible for us to arrive at the following understanding concerning morphological forms of the verb: in Uyghur, *when verbs become part of a sentence*, they either occur as predicate forms or as substantive word forms; those which occur in a predicate form either become the predicate or the nucleus of the predicate in the sentence and express either mood and person categories or mood, state-tense and person categories. Those which occur as substantive words are used in the same way as adjectives, adverbs or nouns and express their respective unique grammatical meanings. The predicative forms and substantive word forms of the verb have a common basis in the verbal stem forms, which express the voice, positive-negative, aspectual and state categories of the verb. That is to say, whether verbs are in the predicative form or in the substantive word form, they are, without fail, related to the voice, positive-negative, aspectual and state categories expressed by the stem section of the verb. **Consequently, in any verb in the predicate form, grammatical meanings related to the voice, positive-negative, aspect, state, mood and person categories are expressed at the same time, and in those which are in various indicative moods, a grammatical meaning related to the state-tense category is also**

expressed. For example, **the 'يازدۇردۇم' form of the verb 'ـيازـ' expresses such grammatical meanings as:**

Causative Voice	مەجبۇرىي دەرىجە
Positivity	بولۇشلۇق
Ordinary Aspect	ئاددىي تۈس
Direct Statement Mood	ۋاستىسىز بايان مەيلى
Simple Past Tense	ئاددىي ئۆتكەن زامان
1st Person Singular	I شەخس بىرلىك

The 'يازالمىساك' form of the verb 'ـيازـ' expresses such grammatical meanings as:

Original (Active) Voice	ئەسلى دەرىجە
Abilitative Aspect	ئىمكانىيەت تۈسى
Negativity	بولۇشسىزلىق
Hypothesis-Objection Mood	پەرەز ـ قارشىلىق مەيلى
2nd Person Ordinary Singular	II شەخس ئاددىي بىرلىك

The 'يازۇبردىغان' form of the verb 'ـيازـ' expresses such grammatical meanings as:

Original (Active) Voice	ئەسلى دەرىجە
Positivity	بولۇشلۇق
Unrestricted Aspect	چەكلىمسىزلىك تۈسى
Imperfect (State) Participle	پۈتمىگەن ھاللىق سۈپەتداش

If we schematize the grammatical system of the verb, it will appear as in the chart on the following page:

Verbal Stem-Form Categories

Voice	Positive/Negative	Aspect	State
ياز ـ	ياز ـ يازما ـ	ياز ـ يازۇەر ـ يېزىۋەت ـ	ياز ـ يازدىغان بول ـ يازغان بول ـ
يېزىل ـ	يېزىل ـ يېزىلما ـ	يازالا ـ يېزىۋات ـ يېزىپ قوي ـ	يېزىۋاتقان بول ـ يازماقچى بول ـ يازغۇدەك بول ـ
يازدۇر ـ	يازدۇر ـ يازدۇرما ـ	يېزىپ بول ـ يېزىپ باق ـ يېزىۋال ـ	يازغان قىل ـ يازدىغان قىل ـ يازغاندەك قىل ـ
يېزىش ـ	يېزىش ـ يېزىشما ـ	يېزىپ بەر ـ يېزىپ تۇر ـ يېزىپ يۈر ـ يېزىپ ئولتۇر ـ	

Verbal Predicative Forms			Verbal Substantive Word Forms	
يازدىم يېزىپتىمەن يېزىپتى ـ دەكمەن يازغاندىمەن يازغان ئوخشايمەن يازاي يازسام يازسامكەن يازسامىدىم	يازدىم يازغانمەن يازغاندىم يازمەن يازاتتىم يېزىۋاتسەمەن يېزىۋاتاتتىم يازماقچىمەن يازماقچىدىم	يازدىم يازدۇق يازدىك يازدىگىز يازدىلا يازدىگلار يېزىشتىلا يېزىشتىك يازدى	participial	يازغان، يازدىغان، يازار، يېزىۋاتقان
			gerundal	يازماق، يېزىش، يازغۇ، يازغانلىق، يازدىغانلىق، يېزىۋاتقانلىق، يازغۇچى
			adverbial	يازا، يېزىپ، يازغىلى، يازغىچە، يازغاچ، يازغاچقا، يازغانسېرى
			verb of intention	يازماقچى ـ

6. Verbal Dependents

(پېئىل بېقىندىلىرى)

When Independent Verbs become part of a sentence, they can make dependent on themselves, as adverbial modifiers, adverbs or adverb phrases; some adjectives or adjectival phrases; some numeral-measure word phrases; adverbial forms of verbs or verb phrases; nouns; nominal phrases or words and expressions functioning as nouns in the dative, locative, ablative, similitude, equivalence and limitative case forms; and noun-postposition constructions produced by combining nouns or nominal phrases with such postpositions as 'ئارقىلىق', 'توغرىسىدا' and 'ئۈچۈن', 'بىلەن'. Transitive verbs are able to subordinate to themselves, as direct objects, accusative case forms of nouns or noun phrases (or accusative case forms which are not apparent from the sentence).

For example:

I've just arrived. هازىر كەلدىم.

He should go at once. دەرھال ماڭسۇن.

He spoke last of all. ھەممىدىن كېيىن سۆزلىدى.

He writes letters beautifully.[86] ئۇ خەتنى چىرايلىق يازىدۇ.

He's two hours late. ئىككى سائەت كېچىكىپ قالدى.

Read slowly. ئالدىرىماي ئوقۇڭ.

[86] Most adjectives can function as adverbs in Uyghur, but in English a separate form is usually required.

Wait till the end of the lesson. دەرس ئاخىرلاشقۇچە كۈتۈڭ.

I'm going to Urumqi. ئۈرۈمچىگە بارىمەن.

They study at this school. ئۇلار مۇشۇ مەكتەپتە ئوقۇيدۇ.

We came from Hotan. بىز خوتەندىن كەلدۇق.

I can't write as well as you. مەن سىزدەك يازالمايمەن.

He can't run as well as Tursun. ئۇ تۇرسۇنچىلىك يۈگۈرەلمەيدۇ.

Read up to (and including) page 15. 15 - بەتكىچە ئوقۇڭ.

You talk to him. سىز ئۇنىڭ بىلەن سۆزلىشىڭ.

The teacher spoke about discipline. ئوقۇتقۇچى ئىنتىزام توغرۇلۇق سۆزلىدى.

We are going via Shanghai. شاڭخەي ئارقىلىق ماڭىمىز.

Have you seen Äkhmät? ئەخمەتنى كۆردۈڭمۇ؟

Reading books is very beneficial. كىتاب ئوقۇشنىڭ پايدىسى كۆپ.

Chapter 10
VERBAL SUBSTANTIVE WORD FORMS
(پېئىلنىڭ تۈرغۇن سۆز شەكللىرى)

§1 A General Understanding
(ئومۇمىي چۈشەنچە)

By means of inflection Uyghur verbs acquire the capacity of substantive words and can be used in the same way as substantive words. We call such forms of the verb Verbal Substantive Word Forms. Verbal substantive word forms basically include:

(1) Verbal Participial forms (سۈپەتداش), which are used in the same way as adjectives (See §2). For example:

يېزىۋاتقان يازىدىغان يازغان

(2) Gerundal (Verbal Noun) forms (ئىسىمداش), which are used in the same way as nouns (See §3). For example:

يازغانلىق يازغۇ يېزىش يازماق

(3) Adverbials (رەۋىشداش), which are used in the same way as adverbs (See §4). For example:

يازغاچقا يازغىلى يازغۇچە يېزىپ يازا

There is also (4) a Verb of Intention (مەقسەت پېئىلى), which, although it does not possess the capacity of certain substantive words, yet, because in usage it possesses some substantive characteristics, should be included in the ranks of substantive words (See §5). e.g.:

يازماقچى

It is not appropriate to include Verbal Substantive Words in the ranks of substantive words derived from verbs simply because they are used in the same way as substantive words, since there is an essential difference between Verbal Substantive Word forms and substantive words derived from verbs.

(i) Firstly, although verbal substantive word forms possess the characteristics of substantive words and are used in the same way as substantive words, they do not completely lose their own verbal properties, but can be differentiated with respect to voice, positivity and negativity, aspect and state on the basis of the grammatical categories of voice, positivity and negativity, aspect and state expressed by the stem section of the verb. For example:

يازمىغان	يېزىشقان	يازدۇرغان	يېزىلغان	يازغان
يېزىش	يازدۇرغۇچە	يېزىلغۇچە	يازمىغۇچە	يازغۇچە
يازغۇچىرىپ	يازماسلىق	يېزىشىش	يازدۇرۇش	يېزىلىش
	يېزىپ بولمىغىچە		يېزىۋەتكەچكە	

They can subordinate words and expressions which are subordinate to verbs. For example:

who wrote this letter	بۇ خەتنى يازغان
who writes letters to Urumqi	ئۈرۈمچىگە خەت يازىدىغان
who writes letters beautifully	خەتنى چىرايلىق يازىدىغان
	ئۇنىڭ بىلەن نەچچە يىل خەت يېزىشىپ
having corresponded with him by letter for several years	

Substantive words derived from verbs, however, have completely lost their verbal properties. The following have turned into nouns entirely: For example:

income, revenue	كىرىم	←	كىر -
expenditure, expenses; debt	چىقىم	←	چىق -
key, index	ئاچقۇچ	←	ئاچ -
thin deep-fried pancakes	قۇيماق	←	قۇي -
hoe	ئوتىغۇچ	←	ئوتا -
memoirs, recollection	ئەسلىمە	←	ئەسلە -
escapee, fugitive, runaway	قاچقۇن	←	قاچ -
experiment, test, trial	سىناق	←	سىنا -
exhaustion, fatigue, tiredness	ھاردۇق	←	ھار -

The following have completely turned into adjectives so that no verbal characteristics remain in them:

dry, empty	قۇرۇق	←	قۇرۇ -
mobile, movable, shifting; figurative	كۆچمە	←	كۆچ -

sticky	←	يېپىشقاق ← يېپىش ـ
boastful	←	ماختانچاق ← ماختانچاق ـ
disorderly, scattered, sloppy	←	چېچىلاڭغۇ ← چېچىل ـ

(ii) Secondly, the suffixes which form Verbal Substantive Word forms have become so highly abstract that they can be attached to virtually all verbs. For example, it is possible to form a perfect state participle by attaching the suffix '**ـغان//ـقان//ـگەن//ـكەن**' (which forms the verb's perfect state participle) to any verb, **but the degree of abstraction of suffixes which derive substantive words from verbs is not very high: each of them can only be attached to one group of verbs.** For example, the suffix '**ـم//ـىم//ـۇم//ـۈم**', which derives nouns from verbs, can only be attached to a few verbs such as, '**كىر ـ**', '**چىق ـ**', '**ئۆل ـ**', '**بول ـ**', '**بىل ـ**', '**سايىلا ـ**', '**ئاق ـ**', '**ئۆن ـ**', '**كىي ـ**' and '**تىن ـ**'. It is not possible to attach it to a great many verbs like, '**ماڭ ـ**', '**ئۇخلا ـ**' and '**ئوقۇ ـ**', for example: the suffix '**ـق//ـك//ـىق//ـىك//ـۇق//ـۈك**', which derives adjectives from verbs, can also be attached to only a few verbs, such as, '**قورۇ ـ**', '**چىرى ـ**', '**ئەت ـ**', '**سۆن ـ**', '**ياپ ـ**', '**ئاغرى ـ**' and '**تىز ـ**'.

(iii) Thirdly, in Verbal Substantive Word forms the lexical meaning of the verb does not change. For example, the lexical meaning of such substantive word forms of the verb '**يازـ**' as:

يازغۇچە يېزىپ يېزىقۇاتقان يازىدىغان يازغان
etc., يېزىش يازغۇ يازغىلى

is the same and they are all considered to be one word. However, **in substantive words derived from verbs, the lexical meaning of the original verb changes.** For example, whereas the verb '**يازـ**' indicates the action of writing, the word '**يېزىق**', which is derived from it, indicates a set of symbols used for writing and, while the verb '**ماختانـ**' indicates the action of praising oneself [boasting], the word '**ماختانچاق**', which has been derived from it, denotes 'who likes to praise himself' [boastful]. The words '**يازـ**' and '**يېزىق**' are not one word, but different words, and the same is true of '**ماختانـ**' and '**ماختانچاق**'.

To sum up, Verbal Substantive Word forms are reckoned to be morphological forms of the verb which possess characteristics of both verbs and substantive words.

§2 Participles (Verbal Adjectives)
(سۈپەتداش)

1. The Nature of Participles (سۈپەتداشلارنىڭ خاراكتېرى)

Participles are grammatical forms which have acquired the capacity of an adjective by means of inflection and are used in the sentence in the same way as adjectives, and express an action as a quality.[87] For example, in the phrase 'ئېچىلغان گۈل' (a flower which has opened, an opened flower), the verb '**ئېچىلـ**', in one kind of participial form, serves to indicate the quality of the object '**گۈل**', which is in the state of having carried out that action.

In the phrase 'ئۇچار ئات' (flying horse), the verb '**ئۇچـ**', in another kind of participial form, serves to indicate the quality of the object '**ئات**', which possesses the ability to carry out that action.

2. Types of Participles (سۈپەتداشلارنىڭ تۈرى)

Participles differ in State and can be divided into three types:

1) Perfect (State) Participles	پۈتكەن ھاللىق سۈپەتداشلار
2) Continuous (State) Participles	ئىزچىل ھاللىق سۈپەتداشلار
3) Imperfect (State) Participles	پۈتمىگەن ھاللىق سۈپەتداشلار

1) Perfect (State) Participle

This type of participle is formed by adding the suffix '-غان//-قان//-گەن//-كەن' to verb stem. For example:

قاچ + ـ غان ← قاچقان	ياز + ـ غان ← يازغان
پۈت + ـ كەن ← پۈتكەن	كۆر + ـ گەن ← كۆرگەن
پۈتمە + ـ گەن ← پۈتمىگەن	يازما + ـ غان ← يازمىغان

The Perfect Participle displays the action expressed by itself as a quality that has come into existence (i.e. has been completed). e.g.:

[87] In translating participial forms into English, it is often necessary to use a relative clause rather than a participle or an adjective.

an open(ed) flower ئېچىلغان گۈل a ripe(ned) melon پىشقان قوغۇن
a guest who has arrived كەلگەن مېھمان

2) Continuous (State) Participle

This type of participle is formed by adding the perfect state suffix (as shown above) to the stem form of the verbs '-يات', '-ئولتۇر', '-تۇر' or '-يۇر' and to the continuous state stem forms of verbs (i.e. to verbs combined with the suffix '-ۋاتات//-ۋاتات//-ۋاتات' or with the aspect auxiliaries '-يات', '-تۇر', 'ئولتۇر-' and '-يۇر'). **That is to say, the form of the Continuous Participle appears at first sight to be the same as the Perfect Participle, but is distinguished from it by being constructed on the basis of stative verbs or continuous aspect forms of the verb**. For example:

يېزىلىۋاتقان	يۇرگەن	تۇرغان
ئولتۇرغان	ياتقان	ئۇخلاپ ياتقان
ئوتلاپ يۇرگەن	قاراپ تۇرغان	يېزىپ ئولتۇرغان

The Continuous Participle displays as a quality the continuous state or action expressed by itself. For example:

a resting child/a sleeping child/a child who is lying down ياتقان بالا
a seated person/a person who is sitting down ئولتۇرغان كىشى
a book which is (lying) [e.g. on the table] تۇرغان كىتاب
people who are [somewhere] يۇرگەن ئادەملەر
a letter which is being written يېزىلىۋاتقان خەت
a child who is sitting writing a letter خەت يېزىپ ئولتۇرغان بالا
people who are standing looking قاراپ تۇرغان كىشىلەر
sheep that are wandering around grazing ئوتلاپ يۇرگەن قويلار
a sleeping baby/a baby which is lying sleeping ئۇخلاپ ياتقان بوۋاق

3) Imperfect (State) Participle

There are two kinds of Imperfect Participle, distinguished as:

(i) The 'غان' form of the Imperfect Participle

(پۈتمىگەن ھاللىق سۈپەتداشنىڭ «غان» شەكلى)

(ii) The 'ئار' form of the Imperfect Participle

(پۈتمىگەن ھاللىق سۈپەتداشنىڭ «ئار» شەكلى)

(i) The 'غان' from of the Imperfect Participle is formed *by attaching the suffix '-يدىغان//-بدىغان' to the verb stem*. For example:

ياز + -بدىغان ← يازبدىغان قارا + -يدىغان ← قارايدىغان
كۆر + -بدىغان ← كۆربدىغان دە + -يدىغان ← دەيدىغان

(ii) The 'ئار' form of the Imperfect Participle is formed by attaching the suffix '-ر//-ار//-ەر' *to the verb stem*. For example:

ياز + -ار ← يازار قارا + -ر ← قارار
ئېيت + -ار ← ئېيتار كۆر + -ەر ← كۆرەر

(iib) The negative form of the imperfect participle's 'ئار' form is formed *by attaching the suffix '-س' to the negative verb stem*. e.g.:

بارما + -س ← بارماس قايتما + -س ← قايتماس
تۇگىمە + -س ← تۇگىمەس كۆرمە + -س ← كۆرمەس

The Imperfect Participle displays the action expressed by itself as a quality which is habitually expressed or will be expressed later [i.e. which has not been completed]. For example

a person who knows/recognizes (someone) تونۇيدىغان ئادەم
a lesson which is to be understood بىلىدىغان دەرس
a letter which cannot be written يازالمايدىغان خەت
a flying horse ئۇچار ئات
a shooting star ئاقار يۇلتۇز
unlimited wealth تۇگىمەس بايلىق

3. Participles are Used as Follows (سۈپەتداشلار تۆۋەندىكىچە قوللىنىلىدۇ)

1) Participles are mainly dependent on nouns and act as qualifiers. In this instance they can qualify the subject of the action expressed by that participle. For example:

the person who came, the person who has arrived كەلگەن ئادەم
the child who wrote the letter خەت يازغان بالا
a man who knows me مېنى تونۇيدىغان ئادەم
students who are studying (a lesson) دەرس ئوقۇۋاتقان ئوقۇغۇچىلار

***When they occur in a subject-predicate relationship with a noun*, Participles may qualify the logical object or the logical adverbial modifier of the action expressed by themselves**. For example:

the saplings (which) we planted — بىز تىككەن كۆچەتلەر
the children's playing field — بالىلار ئويناىدىغان مەيدان
the city you are on your way to/ to which you are going — سىلەر كېتىۋاتقان شەھەر

The 'ـغان' form of the Imperfect Participle does not often function as a qualifier except in certain fixed expressions. For example:

unlimited wealth — تۈگىمەس بايلىق
a shooting star — ئاقار يۇلتۇز
an undefeated army — يېڭىلمەس ئارمىيە
a flying horse — ئۇچار ئات

Comprehensive Participial Form

There is a participial form (which the author has not included) that is constructed by ***attaching the suffix 'ـلىكى' to the perfect or imperfect 'ـغان' participle***. For example:

يازغانلىكى — يازىدىغانلىكى

This is used to express a comprehensive qualificatory meaning; that is to say, when such a form qualifies an object, it indicates that all such objects are intended. It therefore has an effect similar to the use of a comprehensive pronoun. For example:

all the places you have visited — سىلەر بارغانلىكى جايلار
all who have harmed others — باشقىلارغا زىيان سالغانلىكى كىشى
all who love this city — بۇ شەھەرنى سۆيىدىغانلىكى كىشى
all who obey unconditionally — شەرتسىز بويسۇنغانلىكى كىشى

2) It is possible for participles to be pronominalized and represent their own qualified word. In this case they act as nouns in the sentence. For example:

Who (is the one who) has just gone into the house? — ھېلى ئۆيگە كىرگەن كىم؟ (ئۆيگە كىرگەن كىشى)
Call those who are sleeping in the dormitory. (children who are sleeping) — ياتاقتا ئۇخلاۋاتقانلارنى چاقىر (ئۇخلاۋاتقان بالىلار)
Those who are not going home in the holidays raise your hands. (people who are not going home) — تەتىلدە ئۆيگە قايتمايدىغانلار قول كۆتۈرۈڭلار (قايتمايدىغان ئادەملەر)

كۆرگەن كۆرگەننى قىلار، كۆرمىگەن نېمىنى قىلار. (ماقال)
(كۆرگەن ئادەم كۆرگەن ئىشنى قىلىدۇ، كۆرمىگەن ئادەم نېمىنى قىلىدۇ.)
The one who sees does what he sees (needs doing), but what does the one who doesn't see do? (The person who sees does what he sees, but what does the person do who doesn't see [anything]).

تاراقلىغان نېمە؟ (تاراقلىغان نەرسە)
What was it that banged? (the thing that banged)

ئاۋۇ كۆرۈنگەن ئادەممۇ، باشقا نەرسىمۇ؟ (كۆرۈنگەن نەرسە)
Is what I can see a man , or something else? (the thing that's visible)

If what is represented by the participle is a certain portion of a number of objects, or if the person is emphasized, the participle takes the ownership-dependent suffix. For example:

بارىنى ئوغرى ئالدى، قالغىنىنى رەمچى. (قالغان نەرسىنى)
The thief took what there was, and what remained the fortune teller took (the thing that remained).

تۈنۈگۈن بارمىغانلىرىمىز بۈگۈن باردۇق (بارمىغان ئوقۇغۇچىلار).
Those of us who didn't go yesterday, went today (the students who didn't go).

هازىر دېگىنىمىزنى يەنە بىر دېگىنە (دېگەن گېپىمىزنى).
Please repeat what you just said.

3) When Perfect Participles are *combined with the locative suffix*, they can act as adverbial modifiers and indicate the signified time at which the action took place. Such participles are always combined in a subject-predicate relationship with words which indicate their subject. For example:

ئۇلار كەلگەندە، بىز مەجلىس ئېچىۋاتاتتۇق.
When they arrived, we were holding a meeting. (or: in a meeting)

مائاش چىققاندا، بىر شىبلىت ئالىمەن.
When I get my salary, I'll buy a pair of shoes.

This form of the participle is also a pronominalized form and serves to represent the word 'چاغ' (time) which is the word it modifies. If we restore it to its original state, then the participle will again be in the position of a qualifier. For example:

At the time when ئۇلار كەلگەن چاغدا، بىز مەجلىس ئېچىۋاتاتتۇق.
they arrived, we were holding a meeting. (or: in a meeting)
مائاش چىققان چاغدا، بىر شىبلىت ئالىمەن.
(At the time) when I get my salary, I'll buy a pair of shoes.

4) The 'ئار' form of the Imperfect Participle is used in the **negative form** in the following ways:

A. *When combined with the locative case suffix* it functions as an adverbial modifier and indicates the time prior to the occurrence of the action expressed by that participle. For example:

سۇ كەلمەستە توغان سال. (ماقال)
Build a dam before the water comes. (proverb)
سوغۇق چۈشمەستە سىرتتىكى ئىشلارنى تۈگىتىۋالايلى.
Let's get the outdoor jobs finished before the cold weather sets in.

B. *When combined with the ablative case suffix*, it functions as an adverbial modifier and indicates that the subject carries out another action without carrying out the action expressed by the participle, or that a second action does not come into existence without the coming into existence of the action expressed by the participle. e.g.:

Speak without fear (Don't be afraid to speak). قورقماستىن سۆزلە.
ئۇ دەم ئالماستىن تۆت سائەت ئىشلىدى.
He worked for four hours without taking a break.
ئۇ كەلمەستىن بۇ مەسىلە ھەل بولمايدۇ.
This problem won't be resolved until he comes.

5) *When combined with some complete copulas,* participles produce the State Stem forms of the verb. (See Chapter 12, *The Stem Forms of the Verb.*)

In addition, *when combined with judgment copulas*, participles construct some State-Tense forms of the verb. (See Chapter 11, *The Predicate Forms of the Verb.*)

§3 Gerunds (Verbal Nouns)
(ئىسىمداشلار)

1. The Nature of Gerunds (ئىسىمداشلارنىڭ خاراكتېرى)

Gerunds are grammatical forms which acquire the capacity of nouns by means of inflection and are used in the same way as nouns. They express the action as an object. For example, in the sentence 'بارغۇم يوق' (I don't want to go), the verb '**بار-**', in one kind of gerundal form, has made the action expressed by itself into an object (lit. my wanting to go does not exist) and functions as the subject.

In the sentence 'كەلگەنلىكىڭنى تۇرسۇندىن ئاڭلىدىم' (I heard of your coming from Tursun), the verb '**كەل-**', in another kind of gerundal form, has made the action expressed by itself into an object and functions as the direct object.

In grammatical works about the Uyghur language, this form of the verb is generally called 'ھەرىكەتنام' (lit. action name) **We have felt it appropriate to call it 'ئىسىمداش'** (lit. noun fellow) **in order to bring it into conformity with the substantive word forms called 'سۈپەتداش' and 'رەۋىشداش'.**

2. Types of Gerunds (ئىسىمداشلارنىڭ تۈرى)

Gerunds are divided into seven types, namely:

1) The 'ش' Gerund	«ش»لىق ئىسىمداش
2) The 'ماق' Gerund	«ماق»لىق ئىسىمداش
3) The 'غۇ' Gerund	«غۇ»لىق ئىسىمداش
4) The Perfect (State) Gerund	پۈتكەن ھاللىق ئىسىمداش
5) The Continuous (State) Gerund	ئىزچىل ھاللىق ئىسىمداش
6) The Imperfect (State) Gerund	پۈتمىگەن ھاللىق ئىسىمداش
7) The Agent Gerund	سۈبيېكت ئىسىمداش

1) The 'ش' Gerund («ش»لىق ئىسىمداش)

This type of gerund is formed *by attaching the suffix* '-ش//-ش//-ۇش//-ۈش' *to the verb stem*. For example:

ياز + -ش ← يېزىش	سۆزلە + -ش ← سۆزلەش
كۆر + -ۈش ← كۆرۈش	تۇر + -ۇش ← تۇرۇش

The 'ش' gerund expresses as an object an action that is neutral with respect to state. It functions as a noun in the sentence. e.g.:

ئالغا بېسىش هەممىزنىڭ ئارزۇسى. (ئىگە)

The desire of all of us is to progress. (subject)

بىزنىڭ ئالىي غايىمىز **ھەقىقەتنە چىڭ تۇتۇش.** (ھۆكۈملۈك خەۋەر)

Our highest ideal is to uphold the truth. (judgment predicate)

ئۇ ئەتىگەندە گىمناستىكا ئويناشنى ياخشى كۆرىدۇ. (تولدۇرغۇچى)

He likes to do gymnastics in the morning. (direct object)

ئاممىدىن ئۆگىنىشنىڭ مۇھىملىقىنى ھەممىمىز بىلىمىز. (ئىگىلىك كېلىشلىك ئېنىقلىغۇچى)

We all know the importance of learning from the people. (possessive case qualifier)

بىز **سىلەرنىڭ كېلىشىڭلارغا** تەشنا. (يۆنىلىش كېلىشتىكى ھالەت)

We're longing for your arrival. (dative case adverbial modifier)

كۆپچىلىكنىڭ قىزغىنلىقى يۇقىرى، ئەمدى گەپ ياخشى **ئورۇنلاشتۇرۇشتا.** (ئورۇن كېلىشتىكى ھۆكۈملۈك خەۋەر)

Now that everybody's enthusiasm is so high, the most important thing is to arrange it. (locative case judgment predicate)

ئۇ مېيىپ بولغىنى بىلەن **تاماق يېيىشتىن، كىيىم كىيىشكۈچە** ھەممىنى ئۆزى قىلىدۇ. (چەك كېلىشتىكى ھالەت)

Although he is disabled, he does everything himself, from eating to getting dressed. (limitative case adverbial modifier)

دەرسكە كېچىكىپ كېلىشتەك ئەھۋاللار تۈزىتىلدى. (ئوخشاتما كېلىشتىكى ئېنىقلىغۇچى)

Matters such as arriving late for class were corrected. (similitude case qualifier)

There are several other situations in which this gerund is used in a special way. These are as follows:

A. It functions as the subject of sentences whose predicate is expressed by the words 'كېرەك', 'لازىم', 'شەرت' or 'مۇمكىن'. Predicates expressed by the words 'كېرەك', 'لازىم' and 'شەرت' ([be] essential, necessary; need to, must) **indicate the requirement for the action expressed by the gerund to be carried out as well as possible. A predicate which is expressed by the word 'مۇمكىن'** ([be] possible) **indicates an estimation about the occurrence of the action. *When***

***gerunds occur in this kind of sentence with their own subject*, the relationship between the word which denotes the subject and the gerund is expressed as a possessive relationship and the gerund takes the ownership-dependent form appropriate to the person of its subject, but the possessive case suffix is not usually attached to the word which denotes the subject.** For example:

We must be punctual. — ۋاقىتقا رىئايە قىلىش كېرەك. (ئىگە) (خەۋەر)

ئىتتىپاقلىق ئۈچۈن پايدىسىز گەپلەرنى قىلماسلىق لازىم. (ئىگە) (خەۋەر)

It is necessary, for the sake of unity, not to engage in harmful talk.

We must all work hard. — ھەممىمىز تىرىشىپ ئۆگىنىشىمىز كېرەك. (ئىگە) (خەۋەر)

Everything must be ready today. — يۇگۇن ھەممە نەرسە تەييار بولۇشى شەرت. (ئىگە) (خەۋەر)

It is essential for them to come. — ئۇلار(نىڭ) كېلىشى زۆرۈر. (ئىگە) (خەۋەر)

We may not go there. — بىز(نىڭ) ئۇ يەرگە بارماسلىقىمىز مۇمكىن. (ئىگە) (خەۋەر)

B. When the gerund is *in the dative case and combined with the construction* 'توغرا كەل-', it produces subjectless sentences which indicate the need for the action to be carried out. For example:

بۇ ئىشنى بۈگۈن تۈگىتىشكە توغرا كېلىدۇ.

This work must be completed today.[88]

بۇ ئىش توغرۇلۇق ئۇلار بىلەن ئوبدان سۆزلىشىشكە توغرا كېلىدۇ.

It's necessary to have a good talk with them about this matter.

[88] English does not often use subjectless sentences. Either a passive construction is used, as in this first sentence, or the word 'it' is introduced as an empty subject, as in the second sentence.

قانداق بولمسۇن، سېنىڭ بېرىشىڭغا توغرا كېلىدۇ.

It is essential that you go, no matter what.

بۇ ئىش توغرۇلۇق ئۇلارغا نۇرغۇن چۈشەنچە بېرىشكە توغرا كېلىدۇ. It's necessary to give them a great deal of explanation about this matter.

C. When it is *in the dative case, or combined with the postposition* 'بىلەن', it functions as an adverbial modifier of time and indicates another action coming into existence at the same time as [or immediately after] the action expressed by the gerund. For example:

بىز(نىڭ) يېتىپ كېرىشىمىزگە (يېتىپ كېرىشىمىز بىلەن) دوكلات باشلاندى.

As soon as we arrived, the lecture began.

مۇشۇ خەت تېگىشىگە (تېگىشى بىلەن) يولغا چىق.

Set off as soon as this letter reaches you.

سېنىڭ كېتىشىڭگە (سېنىڭ كېتىشىڭ بىلەن) ئۇ كەلدى.

He arrived as soon as you left.

D. *In the dative case (but not in an ownership-dependent form)*, it functions as (i) an adverbial modifier of purpose for one group of verbs (basically for verbs which indicate directional movements) or, (ii) when it is an adverbial modifier for the verb '-بول', it indicates an action which is permitted. For example:

(i)They went (in order) to hear the lecture. ئۇلار دوكلات ئاڭلاشقا كەتتى.

مەن بىلەن پاراڭلىشىشقا كىردىڭىزمۇ؟

Have you come to have a chat with me?

(ii) بۇ كىتابلارنى مۇشۇ يەردە ئوقۇشقا بولىدۇ، سىرتقا ئېلىپ چىقىشقا بولمايدۇ.

It is permitted to read these books here, but not to take them outside.

E. *When it occurs in the ablative case as a qualifier to the word* 'مەقسەت' *(purpose)*, it indicates an action with that implication. e.g.:

ئوقۇشنىڭ مەقسىتى خىزمەت قىلىش.

The purpose of study(ing) is to work (i.e. to get a good job).

قىينىچىلىقنى ئېتىراپ قىلىشنىڭ مەقسىتى ئۇنى يېڭىش.

The purpose of acknowledging difficulties is to overcome them.

مېنىڭ بۇ ماقالىنى يېزىشىمدىن مەقسىتى كۆپچىلىكنىڭ بۇ مەسلىگە بولغان دىققىتىنى قوزغاش.

My purpose in writing this article is to bring this matter to everybody's attention.

F. *When combined with the postposition* 'ئۈچۈن', it functions as an adverbial modifier of purpose. This type of adverbial modifier of purpose can be dependent on any verb. For example:

خەلقنىڭ ئۈمىدىنى يەردە قويماسلىق ئۈچۈن تىرىشىپ ئوقۇنىشىمىز كېرەك.

We need to study hard in order not to disappoint the people's expectations.

بۇ قېتىمقى ئىمتىھاندا ياخشى نەتىجىگە ئىگە بولۇش ئۈچۈن تىرىشىۋاتىمەن.

I am working hard in order to get a good result in these exams.

G. *When combined with the postposition* 'بىلەن', it becomes an adverbial modifier to another verb and indicates an action which has been performed as a means of carrying out some other action. For example:

ئۇلار مەھسۇلات مىقدارىنى 20٪ ئاشۇرۇش بىلەن ئىشلەپچىقىرىش پىلانىنى مۇددەتتىن بۇرۇن ئورۇنلىدى. By increasing the production output by 20%, they fulfilled the production plan ahead of schedule.

ئەلا نەتىجىلەرنى يارىتىش بىلەن يېڭى يىلنى كۈتۈۋالايلى.

Let's welcome the new year by gaining good results.

This form is more often linked to negative predicates and indicates a means that is unable to fulfil its function. For example:

سۈرئەتنى ئاشۇرۇش بىلەن بۇ زىددىيەتنى ھەل قىلغىلى بولمايدۇ.

It is impossible to resolve this contradiction by increasing the pace.

ۋاقىراش بىلەن ئىش پۈتمەيدۇ.

The job can't be completed by shouting.

زىددىيەتنى يېپىش بىلەن مۇناسىۋەتنى ياخشىلغىلى بولمايدۇ.

A relationship cannot be improved by glossing over differences/ disagreements.

In addition, *when combined with the word* 'قالماي', it indicates that the subject is not confined to the action expressed by the gerund, but also carries out another action. For example:

ئۇ ئېغىزدا دېيىش بىلەن قالماي، ئەمەلىيەتتە كۆرسەتتى.

He didn't just say it with words, he demonstrated it in reality.

H. *When it takes the suffix* 'نى' *and comes in front of a simple past tense, or a(n imperfect) present tense, predicate form of the same*

***verb*, it turns it into the predicate of a subordinate non-impeding objection clause** (although, despite). For example

I did go, but the problem was not solved/Despite my having gone, ... بېرىشنى باردىم، بىراق مەسىلە ھەل بولمىدى.

I've written it, but it's not very good. يېزىشنى يازدىم، بىراق ئانچە ياخشى ئەمەس.

I'll speak, but I won't be able to speak very well. سۆزلەشنى سۆزلەيمەن، بىراق ياخشى سۆزلىيەلمەيمەن.

Sometimes *the particle 'غۇ' may also come after the 'نى' suffix*. e.g.:

I'm better, but I've no strength/Although I've recovered, I don't have any strength ساقىيىشىنغۇ ساقايدىم، بىراق ماغدۇرۇم يوق.

I'll pass the exam, but my result won't be very good. ئىمتىھاندىن ئۆتۈشىنغۇ ئۆتىمەن، بىراق نەتىجەم تازا ياخشى بولالمايدۇ.

I. This gerund sometimes also occurs in the plural form. Its plural form basically indicates that the action (i) happens in many places or (ii) is repeated on many occasions, or (iii) possesses a representative character For example:

(i) جەڭ ۋاقتىلىق توختىغان بولسىمۇ، ئۇششاق ئېتىشىشلار يەنە داۋام قىلماقتا ئىدى. (كۆپ جايدا)
Although fighting had stopped temporarily, light fire (lit. firing) was still continuing in many places.

(ii) كۆپ ئۇرۇنۇپ كۆردۇق، لېكىن بۇ ئۇرۇنۇشلاردىن نەتىجە چىقمىدى. (كۆپ قېتىم تەكرارلانغان)
We tried many times, but those many attempts were ineffectual.

(iii) قارا، ئۇنىڭ مېڭىشلىرى، كۈلۈشلىرى خۇددى دادىسىنىڭ ئۆزى. (ۋەكىللىق خاراكتېرىگە ئىگە)
Look, he walks and laughs just like his father (lit. his walkings and laughings are just like his father's own).

2) The 'ماق' Gerund («ماق»لىق ئىسىمداش)

This type of gerund is formed by *attaching the suffix* '-ماق//-مەك' *to the stem of the verb*. For example:

تۇر + -ماق ← تۇرماق	ياز + -ماق ← يازماق
كۆر + -مەك ← كۆرمەك	سۆزلە + -مەك ← سۆزلىمەك

In meaning, the 'ماق' gerund is the same as the 'ش' gerund. However, in modern Uyghur, this gerund is seldom used in this sense. It occurs only in proverbs and sayings, poems and fixed constructions, in the same sense and the same function as the 'ش' gerund. e.g.:

For every taking there is a giving, for every ascending (there is) a descending. ئالماقنىڭ بەرمىكى بار، چىقماقنىڭ چۈشمىكى (بار).

گۈلله بېغىم، گۈل بېغىم، ئۆرله - يۈكسەل بېيجىڭىم.
سېنى سۆيمەك شەرەپتۇر، ياشا داھى باغۋەنىم. (ك. نىياز)
Flourish, my garden, my flower garden, rise my Beijing.
Loving you is an honour, live long my head gardener. (K. Niyaz)

Special features of this gerund are basically seen in these two aspects:

A. Outside the scope of the sentence (in dictionaries) it represents the verb [i.e. it is given as the equivalent of the English 'to —' form, e.g. 'يازماق' = 'to write']

B. *In the locative case* and expressing the sense of the continuous state, it participates in constructing certain State-Tense forms of the verb. For example:

ئوقۇغۇچىلار دىققەت بىلەن دەرس ئاڭلىماقتا ئىدى.
The students were listening attentively.
ۋەتىنىمىز ئۆچقاندەك ئىلگىرىلىمەكتە.
Our homeland is advancing rapidly.

This will be discussed further in **Chapter 11, §4 *The State-Tense Category of the Verb.***

3) The 'غۇ' Gerund («غۇ»لۇق ئىسىمداش)

This type of gerund is formed by attaching the suffix '-غۇ//-قۇ//-كۇ//-گۇ' to the verb stem. For example:

ياز + -غۇ ← يازغۇ	يات + -قۇ ← ياتقۇ
سۆزلە + -گۇ ← سۆزلىگۇ	كەت + -كۇ ← كەتكۇ

The 'غۇ' gerund is used as follows:

A. *When combined in an ownership-dependent relationship with the word which denotes its subject*, it indicates the subject's hope or

desire and is always linked with a predicate which is expressed by means of the words 'بار', 'يوق' or 'كەل-'. For example:

I would like to meet him. (مېنىڭ) ئۇنىڭ بىلەن بىر كۆرۈشكۈم بار.

I don't want to go to today's film. بۈگۈنكى كىنوغا مېنىڭ بارغۇم يوق.

We really wanted to see you. (بىزنىڭ) سىلەرنى بەكمۇ كۆرگۈمىز كەلدى.

B. *When it functions as a qualifier in the similitude or equivalence cases*, it indicates the quality or quantity of the qualified object which will ensure that the action expressed by the gerund will occur. For example:

ئۇنىڭدا بۇ ۋەزىپىنىڭ ھۆددىسىدىن چىققۇدەك قابىلىيەت بار.

He has enough ability to be able to handle this task.

ئاشلىق دۇكىنىغا بېرىپ، بەش كۈنگە يەتكۈدەك ئۇن ئېلىپ كەل.

Go to the food store and fetch enough flour to last for five days.

مېنىڭ سىلەرگە تونۇشتۇرغۇدەك تەجرىبەم يوق.

I don't have enough experience to acquaint you with it.

***When it functions as an adverbial modifier in the similitude case*, it indicates the degree of a certain action which will ensure that the action expressed by the gerund takes place**. For example:

بۇ دورىنى ئىچسەڭ، تەسىر قىلغۇدەك ئىچ.

If you take this medicine, take sufficient to have an effect.

بۇ ماقالىنى ھەرقاندائ ئادەمگە يارىغۇدەك يېزىپسەن.

You have written this article so that it would please everybody/You wrote this article in a way that would suit everybody.

يولداشلار قانائەتلەنگۈدەك سۆزلىيەلمەيمەن.

I can't speak well enough to satisfy the comrades.

In addition, *when this form is combined with the complete copula* 'بول-', it produces a complex stem form of the verb. (See Chapter 12, *The Stem Forms of the Verb.*)

4) The Perfect (State) Gerund (پۈتكەن ھاللىق ئىسىمداش)

The perfect gerund is of two types:

(i) the Role-Shifted form (كۆچمە شەكلى) **of the Perfect Gerund,**

(ii) the 'لىق' form (شەكلى «لىق») **of the Perfect Gerund.**

(i) The Role-Shifted form of the Perfect Gerund is expressed by the perfect participle changing directly into a gerund. For example, in the sentence, 'كەلگىنىڭنى ئۇقماپتىمەن', (I wasn't aware you had come), 'كەلگەن', the Perfect Participial form of the verb 'كەل-' has changed directly into a gerund and functions as a direct object in the 2nd person singular ordinary type ownership-dependent form and the accusative case. This 'كەلگەن' form belongs to the Role-Shifted form of the Perfect Gerund.

(ii) The 'لىق' form of the Perfect Gerund is formed by *attaching the suffix* '-لىق//-لىك' *to the perfect participle*. For example:

كەلگەن + -لىك ← كەلگەنلىك يازغان + -لىق ← يازغانلىق

Δ The role-shifted form of the Perfect Gerund denotes the name of an action which has come into existence and is used in the sentence in place of a noun. In this instance, if the gerund occurs with the word which indicates its subject, it is generally combined in a possessive relationship with it. For example:

مېنىڭ بېيجىڭغا كەلگىنىمنى كىمدىن ئاڭلىدىڭ؟

Who told you that I'd come to Beijing? (lit. From whom did you hear of my having come to Beijing?)

It's good that you came. (سېنىڭ) كەلگىنىڭ ياخشى بولدى.

(سىزنىڭ) ئەسلەپ خەت يازغىنىڭىز ئۈچۈن رەھمەت.

Thank you for thinking of me and writing (a letter).

ئۇلارنىڭ ئۇرۇشۇپ قالغىنىغا ئىشەنمەيمەن.

I don't believe they've had a fight.

مېنىڭ بارغىنىمدىن سېنىڭ بارغىنىڭ ياخشى.

It's better that you go than that I go.

The fact that I've raised (مېنىڭ) قولۇمنى كۆتۈرگىنىم قوشۇلغىنىم.

my hand means that I agree (lit. My raising my hand is my agreeing).

Situations in which **the Role-Shifted form of the Perfect Gerund** is used in special ways, may be shown as follows:

(1) *When combined with the postposition* 'ئۈچۈن', it functions as an adverbial modifier of reason. In this case it takes the ownership-

dependent suffix corresponding to the person of its subject, but the possessive case suffix is not attached to the word which denotes its subject. For example:

ۋەكىللەر كېلىپ بولمىغىنى ئۈچۈن يىغىن بىر كۈن كېچىكتۈرۈلدى.

The meeting was delayed for a day due to the non-arrival of the representatives.

مەن ئاغرىپ قالغىنىم ئۈچۈن، يىغىنغا بارالمىدىم.

I was unable to go to the meeting because I was ill.

ۋاقىت يەتمىگىنى ئۈچۈن داۋامىنى ئىككىنچى كۈنىگە قالدۇردۇق.

Because there wasn't sufficient time, we left it till the next day.

(2) *When combined with the postposition* 'بىلەن', it becomes a non-impeding objection adverbial modifier. In this instance the gerund may or may not take the ownership-dependent form corresponding to the person of its subject, but the possessive case suffix is not attached to the word which denotes that subject. For example:

مەجلىس ئېچىلغىنى (ئېچىلغان) بىلەن، مەسىلە ھەل بولمىدى.

Although the meeting was held, the problem was not resolved.

(مەن) بارغىنىم (بارغان) بىلەن، ئۇنىڭ بىلەن كۆرۈشەلمىدىم.

I went, but I was unable to see him.

پۈتۈم يارىلانغىنى (يارىلانغان) بىلەن، قولۇم ساق، مېڭەم ساق.

Despite my leg being injured, my hands and my brain are sound.

سەن مۇنداق دېگىنىڭ (دېگەن) بىلەن، ئۇ ئۇنىمايۋاتىدۇ.

Although you put it like that, he didn't agree.

ئۇ كىچىك بولغىنى (بولغان) بىلەن ئىشتا چوڭلاردىن قېلىشمايدۇ.

Although he is so young, he doesn't fall behind the older ones on the job.

ئۇ باشلىق بولغىنى (بولغان) بىلەن دائىم ئاپتوبۇستا قاتنايدۇ.

He always travels by bus, in spite of the fact that he is the boss.

***Sometimes the particle* 'مۇ' *may be attached to the end of* 'بىلەن' to even further intensify the sense of a non-impeding objection.** e.g.:

(سەن) بارغىنىڭ (بارغان) بىلەنمۇ ئۇنىڭ بىلەن كۆرۈشەلمەيسەن.

Even if you go, you won't be able to see him.

ئەمدى يامغۇر ياغقىنى (ياغقان) بىلەنمۇ پايدىسى يوق.

Even if it rains now, it won't be of any use.

(3) *When combined with the suffix* 'چە ـ', it functions as an adverbial modifier of circumstance (ھال ھالىتى)[89] and indicates that the subject carries out another action while in the state of carrying out the action expressed by the gerund. In this case the gerund may or may not take the ownership-dependent form appropriate to the person of its subject. For example:

ئۇ يۈگۈرگىنىچە (يۈگۈرگەنچە) ئۆيگە كىرىپ كەتتى.

He came running into the house/He entered the house running.

گۈلباھار خەتلەرنى سىقىملىغىنىچە (سىقىملىغانچە) لاسسىدە ئولتۇرۇپ قالدى.

Crumpling up the letters, Gülbahar sat down dejectedly.

مەن ماتېرىياللارنى كۆتۈرگىنىمچە (كۆتۈرگەنچە) ئۇنىڭ ئالدىغا كىردىم.

I went in to (see) him carrying the materials.

(4) *When combined with exactly the same* 'چە ـ' *suffix as above*, it either indicates (i) that it functions as an adverbial modifier to the predicate form of that [same] verb and that the subject carries out the action expressed by that verb in the degree to which it is possible, or (ii) it functions as an adverbial modifier to another verb and indicates that the subject carries out another action to whatever degree the action expressed by the gerund is able to be carried out. In such cases the gerund takes the ownership-dependent case which corresponds to the person of its subject. For example:

(i) Take as much as you can (take). (سەن) ئالغىنىڭچە ئال.

(مەن) يازغىنىمچە يېزىپ باقاي.

I'll try to write as much/as well as I can (write).

(ii) I spoke according to what I knew. (مەن) بىلگىنىمچە سۆزلىدىم.

(مەن) قولۇمدىن كەلگىنىچە ياردەم قىلىمەن.

I'll help to the best of my ability.

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[89] The author gives this as an adverbial modifier of means (ۋاسىتە ھالىتى), but this is inappropriate, because the adverbial does not express the means by which the main action of the sentence occurs, but the circumstances under which (or the manner in which) it occurs.

(5) *When it is in the ablative case and combined with the word* 'كېيىن', it functions as an adverbial modifier of basis and, in the sentence, indicates the basis on which the spoken idea has occurred or continues to exist. In this case the gerund sometimes occurs without a subject and sometimes with a subject; when it occurs with a subject, its relationship with the subject is expressed as a subject-predicate relationship. For example:

Seeing you have come, **كەلگەندىن كېيىن، ياخشى ئىشلەش كېرەك.**
you must work well/Since we have come, we must work well.

ئۇ سورىغاندىن كېيىن، نېمىشقا جاۋاب بەرمەيمەن؟
Since he's asked, why shouldn't I give an answer?

قىلىمەن دېگەندىن كېيىن، قىلىش كېرەك.
After saying you'll do something you must do it.

كۆپچىلىكنىڭ ئالدىدا ۋەدە بەرگەندىن كېيىن، ئەلۋەتتە ئورۇنلىشىڭ كېرەك.
Since you promised in front of everybody, you must certainly keep your word.

سەن ئوقۇغۇچى بولغاندىن كېيىن، مەكتەپنىڭ تۈزۈمىگە بويسۇنۇشۇڭ كېرەك.
Seeing you are a student, you must obey the school regulations.

(6) *When it occurs as an adverbial modifier in the dative case,* it indicates a reason which is denied or recognized as trivial. A gerund in this role sometimes occurs without a subject and sometimes with a subject; when it occurs with a subject, the relationship between them may either be expressed as a possessive relationship, or as a subject-predicate relationship. For example:

خاپا بولغانغا مەسىلە ھەل بولمايدۇ.
Getting angry won't solve the problem.

سېنىڭ خاپا بولغىنىڭغا مەسىلە ھەل بولمايدۇ.
The problem won't be solved by your getting angry.

سەن خاپا بولغانغا مەسىلە ھەل بولمايدۇ.
The problem won't be solved by your getting angry.

ئازراق دورا ئىچكەنگە بۇ كېسەل ساقايمايدۇ.
This illness won't get better by taking a little medicine.

تۇنۈگۈن يول ماڭغانغا (ماڭغىنىمغا) بۈگۈن ئاياغلىرىمنى كۆتۈرۈلمەي قالدىم.
I only walked yesterday and today I can't even lift my feet.

چاقچاق قىلىپ قويغانغا (قويغىنىمغا) مەندىن خاپا بولۇپ يۈرىدۇ.
I only have to make a joke and he gets angry with me.

(7) *When it functions as an adverbial modifier in the similitude case,* it indicates an action in which an analogy is drawn. In this case the gerund may or may not be in the ownership-dependent form corresponding to its subject. For example:

سەن مېنى ياخشى چۈشەنگىنىڭدەك (چۈشەنگەندەك)، مەنمۇ سېنى ياخشى چۈشىنىمەن.
I understand you as well as you understand me.

ھەرقانداق شەيئى ئۆز قانۇنىيىتى بويىچە تەرەققى قىلغىنىدەك (قىلغاندەك)، تىلمۇ ئۆز قانۇنىيىتى بويىچە تەرەققى قىلىدۇ.
Just as everything develops according to its own laws, so language develops according to its own laws.

(8) It functions as the subject in sentences in which the predicate is expressed by the words 'بار' or 'يوق'. In this case the gerund occurs with its own subject and combines with it in a possessive relationship, but the possessive case suffix is not always attached to the word which denotes its subject. When such sentences occur with the word 'بار', they are used (i) in indicating that the action expressed by the gerund only happens once, or (ii) in questioning whether or not it happened even once. Their occurrence with the word 'يوق' is used in emphasizing the non-occurrence of an action. For example:

(i) **(مېنىڭ) ئۇنى كىچىك ۋاقتىدا بىر كۆرگىنىم بار.**
I saw him once when he was a small child (lit. My having seen him once in his childhood exists).

(ii) **(مېنىڭ) بۇ توغرۇلۇق ساڭا گەپ قىلىپ باققىنىم بارمۇ؟**
Have(n't) I ever tried to talk to you about this?

سېنىڭ بىر قېتىم كېلىپ قويغىنىڭ بارمۇ؟
Did you never once come?

(iii) **بۇ ھەقتە ماڭا ھېچكىم گەپ قىلغىنى يوق.**
Nobody *ever* told me about this.

مەن ساڭا دېگىنىم يوق، ئەخمەتكە دەۋاتىمەن.
I'm not telling *you*, I'm telling *Äkhmät*.

نېمە ئالدىرايسىلەر، سائەت سەككىز بولغىنىمۇ يوق.

Why are you hurrying, it's *not* *even* eight o'clock.

(9) *When it occurs in the ownership-dependent form combined with the perfect participle of the same verb*, it produces a type of construction which indicates that the result of the action is unchangeable. For example:

بارغىنىم بارغان، ھەرگىز يالتايمايمەن. My going's a foregone conclusion, I never back out of a commitment.

دېگىنىم دېگەن، يېنىۋالمىغان ئىش يوق. What I've said, I've said; there's no question of my going back on it.

بېرىپ كۆرۈپ كەل، كۆرۈۋالغىنىڭ كۆرۈۋالغان.

Go and see it; it'll be good for you.

(10) It is *possible for it to occur in the locative case*, indicating a conjecture about the action coming into existence. In this instance the gerund takes the ownership-dependent form corresponding to the person of its subject, but the possessive case suffix is not attached to the word which indicates its subject. For example:

شۇ كۈنى سەن كەلگىنىڭدە بۇ ئاۋارىچىلىق بولمايتتى.

If you had come that day, this trouble would not have happened.

تۈنۈگۈن يامغۇر ياغمىغىنىدا بۇ ئىش ئاللىقاچان تۈگەيتتى.

If it hadn't rained yesterday, this job would already be finished.

This form may also sometimes serve to indicate time. For example:

بارغىنىمدا ياز بولۇپتۇ، يانسام زىمستان.

كېچەر كۈنۈم كەچمەسمىدى سەندىن ئايرىلسام. (قوشاق)

When I left it was summer, when I return it will be the dead of winter, If I had been separated from you in heart, would days of happiness not have abandoned me? (ballad)

(ii) The 'لىق' form of the Perfect Gerund indicates that which comprises the coming into existence of the action and is used in the sentence in place of a noun. When it occurs in the sentence together with the word which represents its subject, the relationship between them is expressed as a possessive relationship, or it may sometimes be expressed as a subject-predicate relationship.

It makes no difference whether certain actions which come into existence are described as actions which come into existence or as that which comprises the coming into existence of the action, therefore, in such circumstances, the Role-Shifted form and the 'لىق' form of the Perfect Gerund can occur interchangeably. e.g.:

مېنىڭ كەلگەنلىكىمنى (كەلگىنىمنى) كىمدىن ئاڭلىدىڭ؟

Who told you I had come?/Who told you of my coming?

ئەسلەپ خەت يازغانلىقىڭىزغا (يازغىنىڭىزغا) رەھمەت.

Thank you for thinking of me and writing (a letter).

ئۇلارنىڭ ئۇرۇشۇپ قالغانلىقىغا (قالغىنىغا) ئىشەنمەيمەن.

I don't believe they've had a fight.

Situations in which **the 'لىق' form of the Perfect Gerund** is used in a special way are as follows:

(1) *In the ablative case* it functions as an adverbial modifier of reason. In this instance the gerund may or may not take the ownership-dependent form that agrees with the person of its subject. e.g.:

ئۇ ئاغرىپ قالغانلىقتىن (ئاغرىپ قالغانلىقىدىن) بۈگۈن دەرسكە كېلەلمىدى.

He wasn't able to come to class today, because he was ill.

مەن سىرتقا چىقىپ كەتكەنلىكىمدىن (كەتكەنلىكتىن) بۇ قېتىمقى يىغىنغا قاتنىشالمىدىم.

I was unable to attend the meeting on this occasion, because I went out.

ۋاقىت توشۇپ قالغانلىقىدىن (توشۇپ قالغانلىقتىن) سۆھبىتىمىز ئۈزۈلۈپ قالدى.

Our conversation was cut short, because the time was up.

(2) In expressing the occurrence of a certain action, whose subject is not indicated, at the same time as the occurrence of another action, both the subject and the predicate of the sentence are shown in this form. For example:

مۇنداق دېگەنلىك بىزدە كەمچىلىك يوق دېگىنىمىز ئەمەس.

To say this is not to say we have no shortcomings.

خاتالىقنى ئېقرار قىلغانلىق ئۈنى تۈزىتىش يولىدا بىر قەدەم ئىلگىرىلىگەنلىك.

To acknowledge our faults is to advance one step on the way towards correcting them.

پىكىر بەرمىگەنلىك پىكىر يوق دېگەنلىك ئەمەس.

Not to state an objection is not to say there is no objection.

(3) *When combined with the postposition* 'ئۈچۈن', it functions as an adverbial modifier of reason. In this case the gerund takes the ownership-dependent form corresponding to the person of its subject, but the possessive case suffix is not attached to the word which represents its subject. For example:

مەن ئاغرىپ قالغانلىقىم ئۈچۈن، مېنى يىغىنغا چاقىرمىدى.

He didn't summon me to the meeting because I was ill.

ئۇ تىرىشقانلىقى ئۈچۈن، ھەممە جەھەتتىن تېز ئالغا باستى.

Because he worked hard, he made rapid progress in all respects.

ۋەكىللەر كېلىپ بولمىغانلىقى ئۈچۈن، يىغىن بىر كۈن كېچىكتۈرۈلدى.

The meeting was postponed for a day because the delegates hadn't arrived.

5) The Continuous (State) Gerund (ئىزچىل ھاللىق ئىسىمداش)

The Continuous Gerund is also of two types:

(i) The Role-Shifted form of the Continuous (State) Gerund

(ii) The 'لىق' form of the Continuous (State) Gerund

(i) The Role-Shifted form of the Continuous (State) Gerund is expressed by the continuous participle changing directly into a gerund. For example, in the sentence, 'I understand you are studying.' — ئوقۇۋاتقىنىڭدىن خەۋىرىم بار., the continuous gerundal form, 'ئوقۇۋاتقان', of the verb 'ئوقۇ-', has changed directly into a gerund and functions as an adverbial modifier in the 2nd person singular ordinary type and ablative case forms. This 'ئوقۇۋاتقان' form belongs to the Role-shifted form of the Continuous Gerund.

(ii) The 'لىق' form of the Continuous (State) Gerund is produced by attaching the suffix '-لىق//-لىك' to the continuous participle. For example:

ئىزدەپ يۈرگەن + -لىك ← ئىزدەپ يۈرگەنلىك

يېزىۋاتقان + -لىق ← يېزىۋاتقانلىق

The **Continuous Gerund** is used as follows:

(1) Both types denote, in exactly the same way, the name of a continuing action or an existing state. In the sentence they function as nouns and are always linked in a possessive relationship with the word which represents their subject. For example:

ئۇنىڭ نېمە دەۋاتقانلىقى (دەۋاتقىنى) قۇلىقىمغا كىرمىدى.

I didn't listen to/take any notice of what he was saying.

ئۇ بىزنىڭ مەجلىس ئېچىۋاتقانلىقىمىزنى (ئېچىۋاتقىنىمىزنى) كۆرۈپ، ئاستا چېقىپ كەتتى.

When he saw that we were holding a meeting, he quietly went out.

سېنىڭ بۇ مەسىلىنى تەكشۈرۈپ يۈرگىنىڭدىن (يۈرگەنلىكىڭدىن) مېنىڭمۇ خەۋىرىم بار.

I also understand that you are investigating this matter.

(2) *When combined with the postposition* 'ئۈچۈن', both types function as adverbial modifiers of reason. In this case they take the ownership-dependent form corresponding to their subject, but the possessive case suffix is not attached to the word which represents that subject. For example:

ئۇنىڭ ئۆكىسى تاپشۇرۇق ئىشلەۋاتقانلىقى (ئىشلەۋاتقىنى) ئۈچۈن، تاشقىرىغا چېقىپ سۆزلەشتۇق.

We went outside to talk because his younger brother was doing his homework.

مەن پۈتۈن دىققىتىم بىلەن كىتاب ئوقۇۋاتقانلىقىم (ئوقۇۋاتقىنىم) ئۈچۈن، ئۇلارنىڭ كىرگىنىنى تۇيماي قاپتىمەن.

I hadn't realized they had come in because I was engrossed in reading a book.

سىلەر يىغىن ئېچىۋاتقانلىقىڭلار (ئېچىۋاتقىنىڭلار) ئۈچۈن سىلەرنى چاقىرمىدۇق.

Since you were in/holding a meeting, we didn't invite you.

(3) *In the ablative case*, the 'لىق' form may function as an adverbial modifier of reason. In this instance, it may or may not take the ownership-dependent form corresponding to the person of its subject, but the possessive case suffix is not attached to the word which represents that subject. For example:

ئۇنىڭ ئۆكىسى تاپشۇرۇق ئىشلەۋاتقانلىقتىن (ئىشلەۋاتقانلىقىدىن)، تاشقىرىغا چىقىپ سۆزلەشتۇق.
We went outside to talk because his younger brother was doing his homework.

مەن پۈتۈن دىققىتىم بىلەن كىتاب ئوقۇۋاتقانلىقىمدىن (ئوقۇۋاتقانلىقتىن)، ئۇلارنىڭ كىرگىنىنى تۇيماي قاپتىمەن.
I hadn't realized they had come in because I was engrossed in reading a book.

سىلەر مەجلىس ئېچىۋاتقانلىقتىن (ئېچىۋاتقانلىقىڭلاردىن) سىلەرنى چاقىرمىدۇق.
Since you were in a meeting, we didn't invite you.

6) The Imperfect (State) Gerund (پۈتمىگەن ھاللىق ئىسىمداش)

There are two types of imperfect (state) gerunds:

(i) The Role-shifted form of the Imperfect (State) Gerund

(ii) The 'لىق' form of the Imperfect (State) Gerund

(i) The role-shifted form of the Imperfect (State) Gerund is expressed by the imperfect participle ('غان' [ـىدىغان//ـيدىغان] form) changing directly into a gerund. For example, in the sentence 'ئۇنىڭ بۇ يەردە ئىشلەيدىغىنىنى بىلمەپتىمەن.' (I didn't know that he worked here.), the imperfect participial form, 'ئىشلەيدىغان', of the verb 'ئىشلە-' has changed directly into a gerund and functions as a direct object in the 3rd person ownership-dependent accusative case form. This 'ئىشلەيدىغان' form is considered to be a Role-shifted form of the Imperfect Gerund.

(ii) The 'لىق' form of the Imperfect Gerund is formed by *attaching the suffix* 'لىق' to the Imperfect Participle. For example:

كېلىدىغان + ـ لىق ← كېلىدىغانلىق يازىدىغان + ـ لىق ← يازىدىغانلىق

Both types of Imperfect Gerund indicate, in exactly the same way, the name of an action which regularly takes place or will take place later. It functions as a noun in the sentence. In this case the relationship between the gerund and its subject is expressed as a possessive relationship. For example:

مەن ئۇنىڭ زاۋۇتتا ئىشلەيدىغانلىقىنى (ئىشلەيدىغىنىنى) بىلىمەن.
I know that he works in a factory.

مېنىڭ مۇنداق ئىشلارنى ياخشى كۆرمەيدىغانلىقىم (كۆرمەيدىغىنىم) ساڭا مەلۇم.
It's obvious to you too that I don't like such matters.

سىزنىڭ بۇ ۋەزىپىنى ياخشى ئورۇنلىيالايدىغانلىقىڭىزغا (ئورۇنلىيالايدىغىنىڭىزغا) ئىشىنىمەن.
I believe you will be able to carry out this task well.

يىغىنىڭ ئەتە ئېچىلىدىغانلىقىدىن (ئېچىلىدىغىنىدىن) خەۋىرىڭىز باردۇ.
I wonder whether you know that the meeting will be held tomorrow.

***When combined with the postposition* 'ئۈچۈن' (the 'لىق' form is mainly used), this type of gerund also functions as an adverbial modifier of reason. In this case it takes the ownership-dependent form corresponding to the person of its subject, but the possessive case suffix is not attached to the word which represents that subject.** e.g.:

ئۇ خەنزۇچە بىلمەيدىغانلىقى (بىلمەيدىغىنى) ئۈچۈن، مەن ئۇنىڭغا تەرجىمە قىلىپ بەردىم.
I translated for him, because he doesn't know Chinese.

مەن ئىككىنچى كۈنى يولغا چىقىدىغانلىقىم ئۈچۈن، ئەتىگەنرەك يېتىپ قالدىم.
I went to bed a little earlier, because I was setting out the following day.

7) The Agent Gerund (سۈبيېكت ئىسىمداش)

The Agent Gerund is formed *by attaching the suffix* 'ـچى' *to the* 'غۇ' *gerund* For example:

كەلگۈ + ـ چى ← كەلگۈچى يازغۇ + ـ چى ← يازغۇچى

The Agent Gerund indicates the agent [doer/subject] of the action expressed by itself, and functions as a noun in the sentence. e.g.:

ئىلتىماس قىلغۇچى ئەخمەت.
Äkhmät is the one who made the application.

خىلاپلىق قىلغۇچىلارغا قانۇن بويىچە جازا بېرىلىدۇ.
Those who violate the law will be punished according to the law.

سۆزگە چىققۇچىلار ئۆزىنى تىزىمغا ئالدۇرسۇن.
Those who speak in public should register themselves.

In literary descriptions it may function as a qualifier, in the same way as the imperfect participle but, in this case, it only qualifies its own subject (agent). For example:

ئۇ تەبىئەتنىڭ كىشىنى سېھىرلىگۈچى ئاجايىپ جامالىغا زوقلىنىپ قارايتتى.
He gazed enthralled at nature's marvellous spell-binding beauty.

مەن يايلاقنىڭ يۈرەكنى ياشارتقۇچى ھاۋاسىدىن تويۇپ ـ تويۇپ نەپەس ئالدىم. I breathed deeply of the revitalizing air of the pasture.

This gerund *sometimes occurs combined with the negative form of the auxiliary verb* '-بول'. This construction is only ever used in the 2nd person form of the imperative mood and denotes an order, in the nature of a warning, about the fact that the action expressed by the gerund should not take place. For example:

ئىككىنچى بۇ يەرگە **كەلگۈچى بولما.**
Don't you dare come here a second time.

بۇنىڭدىن كېيىن بۇ ئىشنى **سورىغۇچى بولما.**
Don't you dare ask about this again.

بۇ ئىشنى ئۇنىڭغا **ئېيتقۇچى بولما.**
Don't you dare tell him about this (matter).

§4 Adverbials

(رەۋىشداشلار)

1. The Nature of Adverbials (رەۋىشداشلارنىڭ خاراكتېرى)

Adverbials are forms of the verb which play the role of adverbs. In the sentence they function as adverbs and indicate an action which is subordinate to another action. For example:

(1) Sit down and talk (Talk sitting down). (1) **ئولتۇرۇپ** سۆزلەڭ.
(2) I'm going (in order) to buy a book. (2) **كىتاب ئالغىلى** بارىمەن.
(3) We'll wait until you come. (3) **سەن كەلگۈچە** ساقلايمىز.

In sentence (1) above, the verb '-ئولتۇر' is an adverbial modifier in the form of one type of adverbial and it serves to indicate in what state the action '-سۆزلە' is carried out; in sentence (2), the verb '-ئال' is an adverbial modifier in the form of another type of adverbial and serves to indicate the purpose of the action '-بار'; in sentence (3), the verb '-كەل' is an adverbial modifier in the form of yet another type of adverbial and serves to indicate the continuation of the '-ساقلا' action until that action occurs.

2. Types of Adverbials (رەۋىشداشلارنىڭ تۈرى)

Adverbials are divided into seven types according to function:[90]

(1) The 'چە' Adverbial «چە»لىك رەۋىشداش
(Adverbial of Limitation/Contrast چەك ـ سېلىشتۇرما رەۋىشدىشى)

(2) The 'غىلى' Adverbial «غىلى»لىق رەۋىشداش
(Adverbial of Purpose or Elapsed Time مەقسەت رەۋىشدىشى)

(3) The Adverbial of Reason سەۋەپ رەۋىشدىشى

(4) The 'غاچ' Adverbial «غاچ»لىق رەۋىشداش
(Adverbial of Concurrence)

(5) The 'سېرى' Adverbial «سېرى» رەۋىشداش
(Adverbial of Extension or Prolongation ئۇزارما رەۋىشدىشى)

(6) The 'ئا' Adverbial «ئا»لىق رەۋىشداش
(Associative Adverbial 2 2 ـ چېتىلما رەۋىشداش)

(7) The Associative Adverbial چېتىلما رەۋىشداش
(Associative Adverbial 1 1 ـ چېتىلما رەۋىشداش)

These may be demonstrated according to the chart on p. 286.

The negative forms of the 'ئا' Adverbial and the Associative Adverbial (1) are formed in exactly the same way, by *attaching the suffix 'ي' to the negative form of the verb*. For example:

يازا ــ يازماي سۆزلەپ ــ سۆزلىمەي

The negative forms of the remaining adverbials are formed in the same way by *attaching their own adverbial suffixes to the negative stem of the verb*. For example:

يازمىغانسېرى يازمىغاچ يازمىغاچقا يازمىغلى يازمىغۇچى

It is *also possible for the suffix 'لىك' to be added to the end of the 'چە' adverbial, but there is no change in meaning*. For example:

كەلگۈچلىك كەتكۈچلىك ياتقۇچلىك يازغۇچلىك

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[90] The titles in brackets are those given in the 'هازىرقى زامان ئۇيغۇر ئەدەبىي تىلىنىڭ ئىملا ۋە تەلەپپۇز لۇغىتى', 1997, apart from the 'Adverbial of Concurrence', which is also given as the 'غاچ' Adverbial in that dictionary.

Types of Adverbials

Type of Adverbial	Suffixes	Examples
'چە' Adverbial (Limitation and Contrast)	ـ غۇچە// ـ قۇچە[91] // ـ گۇچە// ـ كۇچە	يازغۇچە، ياتقۇچە، كەلگۇچە، كەتكۇچە
'غىلى' Adverbial (Purpose & Elapsed Time)	ـ غىلى// ـ قىلى// ـ گىلى// ـ كىلى	يازغىلى، ياتقىلى، كەلگىلى، كەتكىلى
Adverbial of Reason (Causative Adverbial)	ـ غاچقا// ـ قاچقا// ـ گەچكە// ـ كەچكە	يازغاچقا، ياتقاچقا، كەلگەچكە،ە كەتكەچك
'غاچ' Adverbial (Concurrence)	ـ غاچ// ـ قاچ// ـ گەچ// ـ كەچ	يازغاچ، ياتقاچ، كەلگەچ، كەتكەچ
'سېرى' Adverbial (Extension/Prolongation)	ـ غانسېرى// ـ قانسېرى// ـ گەنسېرى// ـ كەنسېرى	يازغانسېرى، ياتقانسېرى، كەلگەنسېرى، كەتكەنسېرى
'ئا' Adverbial (Associative Adverbial 2)	ـ ئا// ـ ئە// ـ ي	يازا، كۆرە، سۆزلە (ي)
Associative Adverbial (Associative Adverbial 1)	ـ پ// ـ پ// ـ ۋپ// ـ ۋپ	سۆزلەپ، يېزىپ، تولۇپ، كۆرۈپ

[91] The forms given by the author — 'ـ غـچە// ـ قـچە// ـ گـچە// ـ كـچە' — are, in fact, the nominal limitative suffixes. The verbal (adverbial) suffixes have the vowel 'ـ ۇ ـ// ـ ۈ ـ', although, in speech, 'ى' is used in both types of suffix.

3. The Meaning and Usage of Adverbials

(رەۋىشداشلارنىڭ مەنىسى ۋە قوللىنىلىشى)

1) The 'چە' Adverbial (Adverbial of Limitation and Contrast) is used in the following senses:

A. It indicates (i) the occurrence of a certain action prior to the action that is expressed by the adverbial, or (ii) the continuation of a certain action until the occurrence of the action expressed by the adverbial. For example:

(i) مەن سائەت توشقۇچە (توشقۇچىلىك) قايتىپ كېلىمەن.

I'll be back before the time's up.

We سەن ماڭغۇچە (ماڭغۇچە) ھەممە نەرسىنى تەييارلاپ قويىمىز.

will get everything ready by the time you leave/before you leave.

(ii) It rained until daybreak. يامغۇر تاڭ ئاتقۇچە (ئاتقۇچىلىك) ياغدى.

Wait until I come. مەن كەلگۈچە (كەلگۈچىلىك) كۈتۈپ تۇرۇڭلار.

B. In the negative form and *dependent on a negative verb*, it indicates that another action will not occur as long as the action expressed by the adverbial does not occur. For example:

مۇشۇ ئىشنى تۈگەتمىگۈچە (تۈگەتمىگۈچىلىك) كەتمەيمەن.

I won't go until this job is finished.

ئاساسىي مەسىلە ھەل بولمىغۇچە، باشقا مەسىلىلەر ھەل بولمايدۇ.

The other problems won't be resolved until the fundamental problem is resolved.

C. It indicates that a certain action occurs during the [whole] course of the action expressed by the adverbial. For example:

On my way there بارغۇچە ئايروپىلاندا بېرىپ، قايتقۇچە پويىزدا كەلدىم.

I went by plane; on my way back I came by train.

On the way there I travelled with him. بارغۇچە ئۇنىڭ بىلەن بىللە باردىم.

D. It indicates an action which has been given up as a result of contrasting it with another action. For example:

Instead of sitting idle, work for بىكار ئولتۇرغۇچە، بىكار ئىشلە. (ماقال)

nothing. (Instead of being free [of work], work for free.) (proverb)

باشقىلارنى ئاۋارە قىلغۇچە، ئۆزىمىزلا ئىشلەيلى.

Let's just work ourselves, rather than bothering the others.

شۇنچە قىممەتكە ئۇنى ئالغۇچە، ئەرزانراق مانى ئال.
Instead of buying that one for such a price, buy this one for less.

2) The 'غىلى' Adverbial (Adverbial of Purpose and Elapsed Time) is used in the following senses:

A. It indicates the purpose of a certain action. For example:

ئۇلار تاماق يېگىلى كەتتى.
They've gone for a meal (lit. ... to eat a meal).

ئۆگەنگىلى كەلگەندىن كېيىن، تىرىشىپ ئۆگىنىش كېرەك.
Having come (here) to study, we/you must study hard.

Today I'm going to buy a book/ بۈگۈن كىتاب ئالغىلى بارىمەن.
I'm going to go and buy a book today.

B. It indicates that the matter described in the predicate or sentence belongs to the time since the action expressed by the adverb occurred or began. For example:

مەن بېيجىڭغا كەلگىلى ئىككى ھەپتە بولدى، تېخى ئۇنىڭ بىلەن
It's been two weeks since I came to Beijing, كۆرۈشمىدىم.
but I still haven't met up with him.

مەن رۇسچە ئۆگەنگىلى تۆت يىل بولدى.
It's four years since I started learning Russian.

مەن سېنى ساقلاپ تۇرغىلى ئىككى سائەتتىن ئاشتى.
I've been waiting for you for over two hours.

قاسىم بۇ ماقالىنى يېزىۋاتقىلى نەكەم.
Kasim has been writing this article for quite a while.

ياز كىرگىلى ئىككى قېتىم يامغۇر ياغدى.
It's rained twice since summer began.

C. *When combined with one of the verbs* 'تاماس قال-', 'تاس قال-' or 'تاس-تاس قال-', it indicates that an action which is about to take place is unable to do so. For example:

He almost fell over/He nearly fell over. ئۇ يىقىلغىلى تاس قالدى.
We almost blushed. (بىز) قىزىرىشىپ قالغىلى تاماس قالدۇق.
I was on the point of not coming/ مەن كەلمىگىلى تاس-تاس قالدىم.
I nearly didn't come.

D. *When linked with the verb* 'بول-', it indicates the possibility that the action expressed by the adverbial will be carried out. Such sentences are without a subject. For example:

تىرىشقاندىلا ئالغا باسقىلى بولىدۇ.
Only by working hard is it possible to go forward.

بۇ ئىشنى ئىككى كۈندە تۈگەتكىلى بولىدۇ.
It is possible to finish this job in two days.

It's too heavy to lift/ بەك ئېغىر ئىكەن، كۆتۈرگىلى بولمايدۇ.
It's too heavy; it's impossible to lift it.

E. *When connected with the verb* 'قوي-' it produces a construction which indicates the sense of permitting or making it possible for the action expressed by the adverbial to occur. For example:

Please let me work in peace. مېنى تىنچ ئىشلىگىلى قويۇڭلار.
پاراڭ سالمايلى، ئۇنى گەپ قىلغىلى قويايلى.
Let's be quiet and give him a chance to speak.

بارماقچىدىم، ئاكام بارغىلى قويمىدى.
I had intended to go, but my older brother wouldn't let me.

ئۇ ئۆزى بېرىش ئۇ ياقتا تۇرسۇن، بىزنىمۇ بارغىلى قويمايدۇ.
Not only will he not go himself, he won't let us go either.

F. *When combined with the auxiliary verbs* 'باشلا-' and 'تۇر-', it produces complex stem forms of the verb. (See Chapter 12, *Stem Forms of the Verb*, §4, Subsection 5, *The Commencement Aspectual Stem Form of the Verb*, p.412).

3) The Adverbial of Reason (سەۋەب رەۋىشدىشى) **indicates that the occurrence of the action expressed by itself is the reason for the occurrence of another action**. For example:

ئۇلار ۋاقتىدا كەلگەچكە، سۇ قاشنى بۇزۇپ كېتەلمىدى.
The water didn't have the chance to spoil the sides of the ditch because they arrived on time.

سەن خەت يازمىغاچقا، مەنمۇ خەت يازمىدىم.
Because you didn't write, I didn't write either.

سیاسەت توغرا ئىجرا قىلىنغاچقا، ئاممىنىڭ ئاكتىپلىقى ئۆستى.
The involvement of the people grew because the policy was properly implemented.

***Sometimes the final 'ـقا' or 'ـكە' of this adverbial is omitted* and, consequently, it becomes the same as the 'غاچ' adverbial.** For example:

Because it rained بۈگۈنمۇ يامغۇر ياغقاچ، باغ سەيلىسىگە چىقالمىدۇق.
today too, we weren't able to go on an outing to the park.
This nectarine (قوشاق) ئەجەب ئوخشاپتۇ بۇ توغاچ، ئۆستەڭ بويىدا بولغاچ.
tastes delicious because it was (grown) beside the canal. (song)

4) The 'غاچ' Adverbial (Adverbial of Concurrence) indicates an action which is carried out in addition (or concurrently) during the course of carrying out another action. For example:

ئەخمەتنى يوقلىغاچ شەھەرگە كىرىپ چىقتۇق.
We went into town while we were visiting Äkhmät.
سەيلە قىلغاچ يېزىنى ئايلىنىپ كېلەيلى.
Let's go for a stroll in the countryside.
If you're going to ياتاققا بارسىڭىز مېنىڭ لۇغىتىمنى ئالغاچ كېلىڭ.
the dormitory, please fetch my dictionary (at the same time).

5) The 'سېرى' Adverbial (Adverbial of Extension or Prolongation) indicates that the more the action expressed by itself is continued or repeated, the more the degree of another action increases to the same extent. For example:

بۇ رومانىنى ئۇقۇغانسېرى ئوقۇغۇڭ كېلىدۇ.
The more you read this novel, the more you (will) want to read it.
بۇ رەختنى يۇغانسېرى ئاقىرىدۇ.
The more this material is washed, the whiter it becomes.
ئۇ سۆزلىگەنسېرى ھاياجانلىنىپ كەتتى.
The more he spoke, the more excited he became.

6) The 'ئا' Adverbial (Associative Adverbial 2)
Not taking into account its role in constructing state-tense forms (see **Chapter 11, §4, *The State-Tense Category of the Verb*) and its**

production of complex stem forms of the verb when combined with the auxiliary verbs 'ـئال' and 'ـبەر' (see **Chapter 12, *Stem Forms of the Verb*, §4, Subsections 2 & 3, pp.409-410**), this adverbial is used as follows:

A. *When it is repeated*, it indicates a state in which the action expressed by itself continues for a long time. (The suffix 'ي', attached to stems ending in a vowel, is omitted). For example:

يازا-يازا ھېرىپ كەتتىم.
After writing for a long time I became very tired.
سۆزلە-سۆزلە ئاۋازىم پۈتۈپ كەتتى.
After speaking for a long time my voice became hoarse.
ماڭا-ماڭا ئۇچ سائەتتە يېتىپ باردۇق.
After walking non-stop for three hours, we finally arrived.
Drop by drop a lake is formed. تاما-تاما كۆل بولار. (ماقال)

B. *When the negative form is repeated*, it indicates a state in which the action expressed by itself does not occur for a long time. e.g.:

يامغۇر ياغماي-ياغماي تازا ياغدى.
After not raining for a long time it poured.
ئۇ نەچچە كۈندىن سۆزلىمەي-سۆزلىمەي بۈگۈن بىراقلا ئىككى سائەت
After not having spoken for several days, today سۆزلىدى.
he talked for two hours non-stop.

C. *When paired in a positive-negative form*, it indicates that another action occurs just before the occurrence of the action expressed by itself. The particle 'لا' is always attached to the end of the construction. For example:

ئۇ بۈگۈن تاڭ ئاتا-ئاتمايلا تۇرۇپ كەتتى.
Today he got up just before dawn.
When I got مەن ئىشخانىغا كىرىپ ئولتۇرا-ئولتۇرمايلا تېلېفون جىرىڭلىدى.
to the office, the telephone rang just as I was about to sit down.
ئۇ يىگىرمە ياشقا كىرە-كىرمەيلا ئۆلۈپ كەتتى.
He died just before he reached twenty.

D. Disregarding specific expressions like 'بەختكە يارىشا' (luckily, fortunately) **the 'ئا' adverbial is basically not used singly.**

7) The Associative Adverbial (1) is used as follows:

A. *Associated with another verb*, it functions as an adverb of association. When analysed semantically, the relationship which exists between the associative adverbial (in this role) and the verb which is associated with it may be divided into the following types:

a. Subordinate Relationship (بېقىندىلىق مۇناسىۋىتى). **In this relationship the Associative Adverbial is subordinate in meaning to another verb and serves, in some respect, to explain the action expressed by that verb.** For example:

Sit down and read/Read while seated. ئولتۇرۇپ ئوقۇڭ.

Don't laugh when you speak/Speak without laughing. كۈلمەي سۆزلە..

ئىشلەپچىقىرىشنى ئاشۇرۇپ، خەلق تۇرمۇشىنى داۋاملىق ياخشىلايمىز.

By increasing production we will continuously improve the life of the people.

ئۇ ئاغرىپ قېلىپ، دەرسكە كېلەلمىدى.

Because he was ill, he was unable to come to class.

ئاخشام توك توختاپ قېلىپ، يىغىنىمىز ئاچالمىدۇق.

The electricity suddenly went off in the evening, so we were unable to hold the meeting.

ئەخمەت كەلمەي، بۇ مەسىلە ھەل بولمايدۇ.

Since Äkhmät has not turned up, this problem won't be resolved.

b. Before and After Relationship (ئىلگىرى ـ كېيىنلىك مۇناسىۋىتى). **In this relationship the Associative Adverbial indicates an action which occurred, or will occur, before the action expressed by the verb to which it is subordinate. While some such phrases signify that (i) two or more actions have happened, or will happen, one after the other, others signify that (ii) another action or matter occurs after the occurrence of the action expressed by the adverbial.** For example:

(i) ئۇ ئەتىگەن تۇرۇپ، چېيىنى ئىچىپ مەكتەپكە كەتتى.

He got up early, had his breakfast and went to school.

(ii) ئەخمەت كېلىپ، ئىككى سائەتتىن كېيىن تۇرسۇن كەلدى.

Äkhmät came and, two hours later, Tursun arrived.

I've arrived in Beijing, but I still haven't attempted to go to Tiantan. مەن بېيجىڭغا كېلىپ تېخى تيەنتەنگە بېرىپ باقمىدىم.

c. Positive-Negative Relationship (بولۇشلۇق ـ بولۇشسىز مۇناسىۋىتى). **In this type of relationship (i) the action expressed by the Associative Adverbial is negated and another action is affirmed, or (ii) the non-occurrence of another action is expressed in a situation in which the action expressed by the Associative Adverbial occurs, or (iii) the non-occurrence of another action is expressed whilst only the action expressed by the associative adverbial occurs. e.g.:**

(i) بۇ يەردە تۇرماي، بىر تەرەپكە ماڭايلى.

Let's go somewhere instead of standing here.

ئۇلار تاغقا چىقماي، قېيىققا چۈشۈپ ئويناندى.

Instead of going to the mountains, they went paddling in a canoe.

(ii) ئۇ بېيجىڭغا بېرىپ، تيەنجىنگە بارماپتۇ.

He went to Beijing, but he didn't go to Tianjin.

ئەخمەت مۇشۇ يەرگە كېلىپ، بىزنىڭ ئۆيگە كىرمىدى.

Äkhmät came here, but he didn't come to our house.

(iii) ئۆگىنىشكىلا ئەھمىيەت بېرىپ، بەدەن چىنىقتۇرۇشقا سەل قارىساق بولمايدۇ.

It's no good if we only attach importance to study and neglect the training of our bodies.

d. Simultaneous Relationship (بىللىلىك مۇناسىۋىتى). **This relationship signifies that the action expressed by the Associative Adverbial happens at the same time as a another action.** For example:

بىز بىر تەرەپتىن ئىشلەپ، بىر تەرەپتىن ئوقۇيمىز.

On the one hand we work, on the other hand we study.

بېشىم ئاغرىپ، ئىچىم ئېلىشىپ تۇرىدۇ.

My head is aching and I feel nauseous.

e. Pointed Question Relationship (قارىتىلمىلىق مۇناسىۋىتى) **In this relationship the Associative Adverbial indicates an action related to a certain question.** For example:

What will you do with it if you buy it? بۇنى ئېلىپ نېمە قىلسەن؟

What would he do if he came? Wouldn't it be better if he didn't come? كېلىپ نېمە قىلاتتى؟ كەلمىسە بولمامدۇ؟

سەن ئۇنىڭغا ۋارقىراپ، ئۇ ساڭا نېمە گۇناھ قىلدى؟

What wrong has he done to you for you to be shouting at him?

B. *When combined with another verb*, certain verbs in the Associative Adverbial form produce a group of combined verbs. Combined verbs of this kind express the concept of a complex action, which is produced by the joining of two (sometimes three) verbs in a coordinate relationship; they are used as a single word. For example:

to arrive (at), reach	يېتىپ كەل ـ	to reach	يېتىپ بار ـ
to buy	سېتىپ ئال ـ	to fill	تولۇپ تاش ـ
to bring in	ئېلىپ كىر ـ	to move, transfer	يۆتكەپ كەل ـ
to take out/carry out			ئېلىپ چىق ـ
to take, take away			ئېلىپ كەت ـ
to take/bring; result in; carry out, execute			ئېلىپ بار ـ
to pass on[92]			ئېلىپ چىقىپ بەر ـ (ئەچىقىپ بەر ـ)
to pass on[93]			تاپشۇرۇپ بەر ـ
to receive			تاپشۇرۇپ ئال ـ (تاپشۇرۇۋال ـ)

In the spoken language, some such combined verbs are reduced in sound and become a single unit. For example:

سېتىۋال ـ (< سېتىپ ئال ـ)[94] ئاپار ـ (< ئېلىپ بار ـ)

ئەچىق ـ //ئەپچىق ـ (< ئېلىپ چىق ـ)

ئەكىر ـ //ئەپكىر ـ (< ئېلىپ كىر ـ)

ئەكەت ـ //ئەپكەت (< ئېلىپ كەت ـ)

C. *By association with verbs that are opposite in meaning to themselves, the Associative Adverbial forms of the verbs* 'بار ـ', 'كەل ـ', 'كىر ـ', 'چىق ـ' *and* 'چۈش ـ' produce structures which indicate that the action expressed by those verbs happens in one go.[95] e.g.:

[92] To someone in the same room, or close by.

[93] This action involves distance.

[94] 'سېتىۋال ـ' has become the standard written and spoken form and the phrasal form is no longer used.

[95] In an imperative construction and in certain other circumstances, a single action (indicated by the first verbal form) is implied.

to go (& come)	بېرىپ كەل ـ
to come (& go)	كېلىپ كەت ـ
to enter (& exit)/go in (& out)/come in (& go out)	كىرىپ چىق ـ
to exit (& enter)/go out (& come in)	چىقىپ كىر ـ
to go up (& come down)/ascend (& descend)	چىقىپ چۈش ـ
to go down (& come up)/descend (& ascend).[96]	چۈشۈپ چىق ـ

D. Many complex stem forms of the verb are produced by the combination of the Associative Adverbial with auxiliary verbs. (See Chapter 12, *The Stem Forms of the Verb*.)

E. Associative Adverbials form the basis for the construction of certain State-Tense forms. (See Chapter 11, §4, *The State-Tense Category of the Verb*.)

§5 The Verb of Intention

(مەقسەت پېئىلى)

The Verb of Intention is formed *by attaching the suffix* 'ـچى' *to the* 'ماق' *Adverbial form of the verb*. For example:

كەلمەك + ـ چى ← كەلمەكچى يازماق + ـ چى ← يازماقچى

سۆزلىمەك + ـ چى ← سۆزلىمەكچى تۇرماق + ـ چى ← تۇرماقچى

The Verb of Intention indicates the intention of the agent to carry out the action expressed by that verb. Together with some auxiliary verbs, it constructs certain state-tense forms of the verb (See Chapter 11, §4, *The State-Tense Category of the Verb*) and, *combined with the auxiliary verb* 'بول ـ', it produces a complex stem form of the verb (See Chapter 12, §5, Subsection 7, p.442).

[96] For example:

Go to Mehriban's house. مېھرىبانىڭ ئۆيىگە بېرىپ كېلىڭ.

Please come to our house for a visit. سىز بىزنىڭ ئۆيۈمىزگە كېلىپ كېتىڭ.

Pop into the classroom and see who's there. سەن سىنىپقا كىرىپ چىق. كىم بار؟

Pop out and see who knocked at the door. سەن تالاغا چىقىپ كىر. ئىشكنى كىم قاقتى؟

ئۇلار پەلەمپەينىڭ ئۈستىگە چىقىپ چۈشتى.

They went to the top of the stairs and came down again.

مەن بىنانىڭ ئاستىغا چۈشۈپ چىقتىم.

I went down to the bottom of the apartment block and came up again.

Chapter 11
PREDICATE FORMS OF THE VERB
(پېئىلنىڭ خەۋەر شەكىللىرى)

§1 A General Explanation
(ئومۇمىي بايان)

In Uyghur, verbs specialize to become the predicate of the sentence, or the nucleus of the predicate, by means of inflection. We call such forms the Predicate forms of the verb.

The Predicate forms of Uyghur verbs are first of all differentiated in mood and produce the Mood Category (مەيل كاتېگورىيىسى) **[See §3]. Predicate forms specific to a number of constituent mood types of the Mood Category are further differentiated in state and tense and produce the State-Tense Category** (ھال ـ زامان كاتېگورىيىسى) **[See §4]. All kinds of State-Tense predicate forms are also differentiated with respect to person and produce the Person Category** (شەخس كاتېگورىيىسى) **[See §5].**

That is to say, in Uyghur some predicate forms of the verb belong to a specific mood type and a specific person type at the same time; other predicate forms belong to a specific mood type, a specific state-tense type and a specific person type at one and the same time. For example, if we take the 'يازاي' predicate form of the verb 'يازـ', it belongs to the Imperative Mood type and the 1st Person Singular type; if we take the 'يازىدۇ' predicate form, it belongs to the Direct Statement (Indicative) Mood type, the Present (Imperfect) Tense type and the 3rd Person type.

§2 The Person Category
(شەخس كاتېگورىيىسى)

The Person Category of the verb is a grammatical category which is seen in the vast majority of modal predicate forms of the verb, including all kinds of State-Tense Predicate forms. It conveys the

concept of the person being the same as the person of the subject of the sentence. In other words, it serves to match the predicate with the subject.

The Person Category of the verb consists of the following person types, which correspond to the differences in person of the words that function as subject in the sentence:

1st Person Singular (شەخس بىرلىك تۈرى I) This is used in sentences in which the pronoun **'مەن'** functions as the subject.

1st Person Plural (شەخس كۆپلۈك تۈرى I) This is used in sentences in which the pronoun **'بىز'** functions as the subject.

2nd Person Singular Ordinary type (شەخس بىرلىك ئاددىي تۈرى II) This is used in sentences in which the pronoun **'سەن'** functions as the subject.

2nd Person Singular Refined (Polite) type (شەخس بىرلىك سىپايە تۈرى II) This is used in sentences in which the pronoun **'سىز'** functions as the subject.

2nd Person Singular Respectful type (شەخس بىرلىك ھۆرمەت تۈرى II) This is used in sentences in which the pronouns **'سىلى'** or **'ئۆزلىرى'** function as the subject.

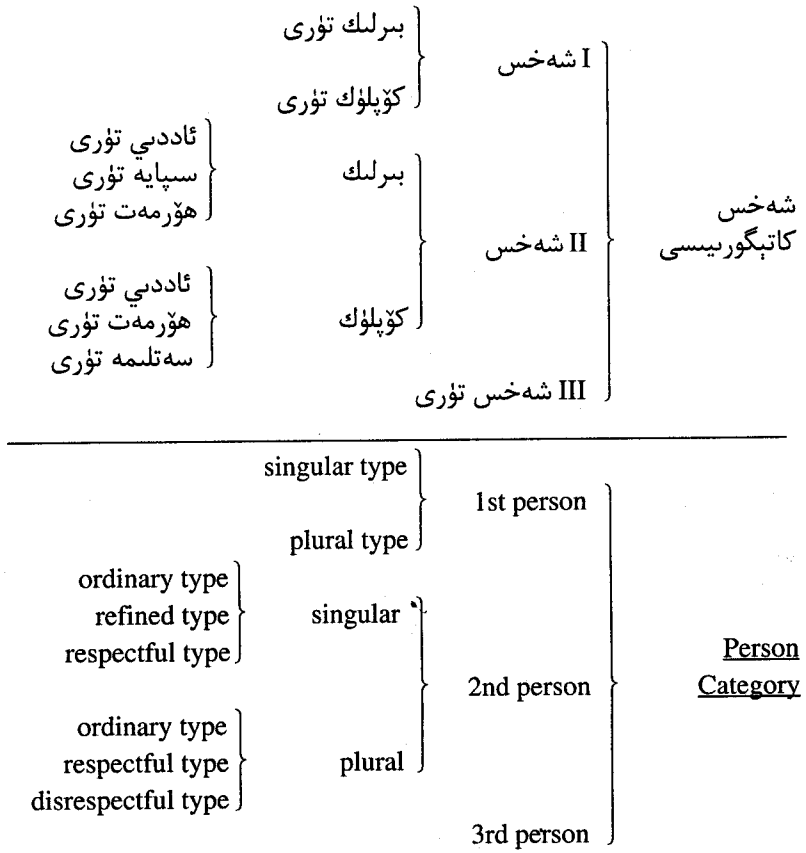
2nd Person Plural Ordinary type (شەخس كۆپلۈك ئاددىي تۈرى II) This is used in sentences in which the pronoun **'سىلەر'** functions as the subject.

2nd Person Plural Respectful type (شەخس كۆپلۈك ھۆرمەت تۈرى II) This is used in sentences in which the pronouns **'ھەرقايسىلىرى'** or **'ھەربىرلىرى'** function as the subject.

2nd Person Plural Disrespectful type (شەخس كۆپلۈك سەتلىمە تۈرى II) This is used in sentences in which the pronoun **'سەنلەر'** functions as the subject.

3rd Person type (شەخس تۈرى III) This is used in sentences in which the pronouns **'ئۇ'** or **'ئۇلار'**, or nouns or nominalized words, function as the subject.

If the person category of the verb is schematized it will appear as follows:



Whichever person types produce the Person Category of the verb, they are expressed as different person types of each Mood form, including each State-Tense form.

§3 The Mood Category

(مەيل كاتېگورىيىسى)

The Mood Category of the verb is seen in the predicate forms of the verb and is the grammatical category that indicates the way in which the subject matter of the sentence is spoken. As an example, we will look at and compare the following sentences:

(1) ئەخمەت ماقالە يازدى.
(1) Äkhmät has written an article.

(2) ئەخمەت ماقالە يېزىپتۇ.
(2) (Apparently) Äkhmät has written an article.

(3) ئەخمەت ماقالە يېزىپتىدەك.
(3) They say Äkhmät has written an article.

(4) ئەخمەت ماقالە يازغاندۇ.
(4) I think Äkhmät has written an article.

(5) ئەخمەتمۇ ماقالە يازغان ئوخشايدۇ.
(5) It looks as if Äkhmät has written an article too.

(6) ئەخمەت ماقالە يازسۇن.
(6) Äkhmät should write an article.

(7) ئەخمەت ماقالە يازسا، (مەنمۇ يازىمەن).
(7) If Äkhmät writes an article, (I'll write one too)

(8) ئەخمەت ماقالە يازسىكەن.
(8) It's to be hoped Äkhmät will write an article.

(9) ئەخمەت ماقالە يازسا بوپتىكەن.
(9) It's a pity Äkhmät hasn't written an article.

(10) بۇ توغرۇلۇق ئەخمەتمۇ ماقالە يازسا بولىدۇ.
(10) Äkhmät can write an article about this too/It's okay if Äkhmät writes an article about this too.

In these sentences, the verb 'يازـ' occurs in ten different moods. These are expressed in the following ways:

In sentence (**1**) the subject matter has been stated as a matter which is known first-hand by the speaker;

In sentence (**2**) the subject matter has been stated as a matter which has become known to the speaker later by some means;

In sentence (**3**) the subject matter has been stated as a matter which the speaker has heard from others;

In sentence (**4**) the subject matter has been stated as a subjective assessment;

In sentence (**5**) the subject matter has been stated as figured out on the basis of certain facts;

In sentence (**6**) the subject matter has been stated in the manner of a request (order);

In sentence (**7**) the subject matter has been stated in the manner of a

hypothesis;

In sentence (8) the subject matter has been stated in the manner of a desire;

In sentence (9) the subject matter has been stated in the manner of a regret;

In sentence (10) the subject matter has been stated in the manner of a necessity;[97]

These are considered to be grammatical meanings which belong to the Mood Category of the verb.

The Mood Category of Uyghur verbs comprises the following mood types: (N.B. From (8) onwards the numbering does not agree with the above examples)

(1) Direct Statement Mood	ۋاستىسىز بايان مەيلى
(2) Indirect Statement Mood	ۋاستىلىق بايان مەيلى
(3) Hearsay Statement Mood	ئاڭلاتما بايان مەيلى
(4) Subjective Assessment Mood	سۇبيېكتىپ مۆلچەر مەيلى
(5) Objective Assessment Mood	ئوبيېكتىپ مۆلچەر مەيلى
(6) Imperative (Command-Request) Mood	بۇيرۇق ـ تەلەپ مەيلى
(7) Hypothesis-Objection Mood[98]	پەرەز ـ قارشىلىق مەيلى
(8) Hope-Polite Request Mood	ئارزۇ ـ تەكلىپ مەيلى
(9) Wish Mood	ئارمان مەيلى
(10) Regret Mood	ئەپسۇس مەيلى
(11) Entreaty Mood	يالۋۇرۇش مەيلى
(12) Anxiety Mood	ئەنسىرەش مەيلى
(13) Necessity Mood	زۆرۈرىيەت مەيلى

These are expressed by means of predicate forms specific to those mood types of the verb.

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[97] In fact, the example given in the text does not express the sense of necessity, but such a concept is apparent in the sentence: 'ئوقۇغۇچىلار دەرس ۋاقتىدا خاتىرە يازسا بولىدۇ.' (Students ought to take notes during the lesson.)

[98] I prefer to use a direct translation of the Uyghur 'پەرەز ـ قارشىلىق' appellation rather than the English term 'conditional', as that expresses only one aspect of what is covered by the hypothesis-objection mood.

1. Predicate Forms of the Direct Statement Mood

(ۋاستىسىز بايان مەيلىدىكى خەۋەر شەكلى)

The predicate forms of the Direct Statement Mood of the verb indicate that the subject matter of the sentence is stated as a matter which the speaker knows first-hand (has always known, knows from start to finish). For example:

There's no problem; you answered correctly and I answered correctly too. چاتاق يوق، توغرا جاۋاب بەردىڭ، مەنمۇ توغرا جاۋاب بەردىم.

I write letters really slowly; Äkhmät writes them quickly. مەن خەتنى ناھايىتى ئاستا يازىمەن، ئەخمەت تېز يازىدۇ.

Äkhmät used to write essays well when he was in middle school. ئەخمەت ئوتتۇرا مەكتەپتە چاغدىلا ماقالىنى ياخشى يازاتتى.

These apartment blocks were built in 1950. بۇ بىنالار 1950 ـ يىلى سېلىنغان.

You are (all) studying well. سىلەر ياخشى ئوقۇۋاتىسىلەر.

When they came we were holding/in a conference. ئۇلار كەلگەندە بىز مەجلىس ئېچىۋاتاتتۇق.

He had asked, but she didn't answer. سورىغانىدى، جاۋاب بەرمىدى.

I intend to talk to him about this. مەن بۇ توغرۇلۇق ئۇنىڭ بىلەن سۆزلەشمەكچىمەن.

He also planned to go, but something came up and he was unable to (go). ئۇمۇ بارماقچىدى، ئىشى چىقىپ قېلىپ بارالمىدى.

The predicate forms of the Direct Statement Mood of the verb are classified according to the State-Tense Category and occur in every kind of state-tense form, therefore the construction in turn of all the state-tense forms in the Direct Statement Mood is considered to be the construction of the predicate forms of the Direct Statement Mood of the verb. This matter will be introduced in combination with the construction of all the state-tense forms in §4 of this chapter: ***The State-Tense Category***.

2. Predicate Forms of the Indirect Statement Mood
(ۋاستىلىق بايان مەيلىدىكى خەۋەر شەكلى)

The predicate forms of the Indirect Statement Mood of the verb indicate that the subject matter of the sentence is stated as a matter which the speaker knows indirectly (has learnt of later or has recently learnt on the basis of certain facts or the information of others). For example:

مەن سىلىشتۇردۇم، توغرا **جاۋاب بېرىپسەن**، مەنمۇ توغرا **جاۋاب بېرىپتىمەن.**
I checked and apparently you answered correctly and I answered correctly too.

قاراپ باقسام، مەن خەتنى ناھايىتى ئاستا **يازىدىكەنمەن**، ئەخمەت تېز **يازىدىكەن.**
When I take a look, (I realize that) I apparently write letters very slowly, but Äkhmät writes them quickly.

ئەخمەت ئوتتۇرا مەكتەپتە چاغدىلا ماقالىنى ياخشى **يازىدىغانىكەن.**
Apparently Äkhmät used to write essays well when he was in middle school.

بۇ بىنالار 1950 ـ يىلى **سېلىنغانىكەن.**
These apartment blocks were apparently built in 1950.

مەن سۈرۈشتۇردۇم، سىلەر ياخشى **ئوقۇۋاتىپسىلەر.**
I inquired, and you are apparently making good progress.

سورىغانىكەن، جاۋاب بەرمەپتۇ.
Apparently he asked but she didn't answer.

Apparently he also **ئۇمۇ بارماقچىكەن، ئىشى چىقىپ قېلىپ بارالماپتۇ.**
planned to go,but something came up and he was unable to (go).

The predicate forms of the Indirect Statement Mood of the verb are also classified according to the State-Tense Category and occur in every kind of state-tense form, therefore the construction in turn of all the state-tense forms in the Indirect Statement Mood is considered to be the construction of the predicate forms of the Indirect Statement Mood of the verb. This matter will be introduced in combination with the construction of all the state-tense forms in **§4** of this chapter:***The State-Tense Category***.

3. Predicate Forms of the Hearsay Statement Mood
(ئاڭلاتما بايان مەيلىدىكى خەۋەر شەكلى)

The predicate forms of the Hearsay Statement Mood of the verb indicate that the subject matter of the sentence is stated as a matter which has ben heard of from others. For example:

They say that بۇ ماقالىنى ئەخمەت **يېزىپتۇدەك (يېزىپتىمىش).**
Äkhmät wrote this letter/Äkhmät supposedly wrote this letter.

ئەخمەت ماقالىنى ياخشى **يازارمىش (يازغۇدەك).**
I've heard that Äkhmät writes essays well.

ئەخمەت ئوتتۇرا مەكتەپتە چاغدىلا ماقالىنى ياخشى **يازاربكەنمىش.**
Äkhmät used to write essays well when he was in middle school, so they say.

I heard that ئۇ سەندىن **خاپا بوپتىدەك**، سەن **كۆزگە ئىلماپتىدەكسەن.**
he was angry with you and you didn't think much of him.

ئۇ بۇرۇن مۇشۇ مەكتەپتە **ئوقۇغانىكەنمىش.**
It's said that he had studied at this school previously.

ئاڭلىسام، ماقالە **يېزىۋېتىپتىدەكسىز**، كۆرۈپ باقسام قانداق؟
I hear you're writing an article; could I have a look at it?

ئاڭلىدىم، سىز ناخشىنى ياخشى **ئېيتقۇدەكسىز.**
I've heard that you sing well.

ـــ يېڭى ھۆكۈمەتنىڭ قورسقى بەك كەڭمىش ـــ دەيتتى ئۇلار ... مۇندىن كېيىن ھېچقانداق ئالۋان ـ ياساقمۇ، باج ـ سېلىقمۇ **بولمايمىش** ... ئەمدى ھەركىم **ئۆزى بەگ ـ ئۆزى خوجا بولارمىش** ... ھېچكىم ھېچكىمنى نېرى تۇر، بېرى تۇر **دېمەيمىش** ....،
ـــ بىكار گەپ ـــ دەيتتى بەزىلەر ... ـــ ھۆكۈمەتنىڭ قورسقىدا پىلان جىق ئىمىش، ئات ـ ئۇلاقلار **تەقسىم قىلىنار ئىمىش**، بېيىڭ نېمە، گادايى نېمە **ئايرىغىلى بولماس ئىمىش**، بەش قولنى **تەڭ قىلغۇدەك**، ئەنجاندىكى ئىش **بولار ئىمىش** ... (ق. تۇردى)

'They say that the new government is very broad-minded,' they said ... 'Supposedly, after this there won't be any corvée taxes or other taxes ... then everyone will apparently be his own lord and master and no-one will tell anyone to stand there or stand here ...'

'Empty talk,' some said ... 'There are supposedly many plans in the government's mind; they say draft animals will be distributed and it won't be possible to distinguish which are your rich and which are your paupers. Everyone will be equal, they say and there will be work in Änjan ...' (K. Turdi)

This type of predicate form sometimes indicates that the speaker does not agree or states something in a sarcastic manner. e.g.:

If he can't even write this kind of thing, how does he imagine he can write a novel!

شۇ هالىغا تېخى رومان يازارمىش!

قىزىق گەپ، بۇ خەتنى مەن يېزىپتىمىشمەن!

How interesting! *I'm* supposed to have written this letter!

***When telling others of a dream which one has seen*, the predicate form of the Hearsay Statement Mood is often used**. For example:

كېچە چۈشۈمدە ئۇرۇمچىگە بېرىپتىدەكەمەن، قارسام، ئۇرۇمچى پۈتۈنلەي ئۆزگىرىپ كېتىپتىمىش، ئاسمانغا تاقاشقان بىنالار قەد كۆتۈرۈپ تۇرارمىش، سەن بىر كىچىك ئايروپىلاندا ئۈچۈپ يۈرەرمىشسەن،ئەخمەت بىر يەردە بىرمۇنچە ئادەمنىڭ ئوتتۇرىسىدا نۇتۇق سۆزلەۋاتقۇدەك، مەن ئۇنى چاقىرارمىش-مەن، ئۇ ماڭا قارىمايمىش ...

Last night I dreamt I went to Urumqi. When I looked, Urumqi was completely altered — skyscrapers tower aloft, you are flying around in a small aeroplane, Äkhmät is delivering a speech somewhere in the middle of a lot of people, I call him but he doesn't look at me ...

It is also possible to express a matter heard from others in the predicate form of the Indirect Statement Mood, but there is a clear difference between these two types of expression:

(a) In the predicate form of the Hearsay Statement Mood, the fact of having heard from others is emphasized.

(b) In the predicate form of the Indirect Statement Mood, the fact of having heard from others is not emphasized, it is merely stated as being in the ranks of things known indirectly.

The predicate forms of the Hearsay Statement Mood of the verb are also classified according to the State-Tense Category and occur in every kind of state-tense form, therefore the construction in

turn of all the State-Tense forms in the Hearsay Statement Mood is considered to be the construction of the predicate forms of the Hearsay Statement Mood of the verb. This matter will be introduced in combination with the construction of all the state-tense forms in **§4** of this chapter:***The State-Tense Category***.

4. Predicate Forms of the Subjective Assessment Mood

(سۇبيېكتىپ مۇلچەر مەيلىدىكى خەۋەر شەكلى)

The predicate forms of the Subjective Assessment Mood of the verb indicate that the subject matter of the sentence is stated as a matter which has been assessed according to a subjective understanding. For example:

ئەخمەتمۇ ماقالە يازدىغۇ دەيمەن.

I think Äkhmät has also written an article.

بۇ بىنالار 1950 ـ يىلى سېلىنغانغۇ دەيمەن.

I think these apartment blocks were built in 1950.

بىز مۇندىن بۇرۇن كۆرۈشمىگەنىدۇققۇ دەيمەن.

I don't think we've met before.

I believe you smoke (tobacco). سىز تاماكا چېكىسىزغۇ دەيمەن.

ئۇ بۇرۇن خەنزۇچە بىلمەيتتىغۇ دەيمەن.

I don't think he knew Chinese before.

I think they're in a meeting. ئۇلار يىغىن ئېچىۋاتىدىغۇ دەيمەن.

مەن ئۇ چاغدا باشلانغۇچ مەكتەپتە ئوقۇۋاتاتتىمغۇ دەيمەن.

I believe I was studying in first school at that time.

سەن بىر يەرگە بارماقچىسەنغۇ دەيمەن.

I guess you're planning to go somewhere.

سىز تۇنۇگۈن كەلگىنىڭىزدە ئۇنىڭ بىلەن كۆرۈشمەكچىدىڭىزغۇ دەيمەن.

I guess you intended to see him when you came yesterday.

The predicate forms of the Subjective Assessment Mood of the verb are also classified according to the State-Tense Category and occur in every kind of state-tense form, therefore the construction in turn of all the state-tense forms in the subjective assessment mood is considered to be the construction of the predicate forms

of the Subjective Assessment Mood of the verb. This matter will be introduced in combination with the construction of all the state-tense forms in §4 of this chapter:***The State-Tense Category***.

5. Predicate Forms of the Objective Assessment Mood

(ئوبيېكتىپ مۆلچەر مەيلىدىكى خەۋەر شەكلى)

The predicate forms of the Objective Assessment Mood of the verb indicate that the subject matter of the sentence is stated as a matter which has been assessed according to certain facts. e.g.:

It looks as if Äkhmät also wrote an article/Äkhmät seems to have written an article too. ئەخمەتمۇ ماقالە يازغان ئوخشايدۇ.

بۇ بىنالار 1950 ـ يىلى سېلىنغان بولسا كېرەك. These apartment blocks must have been built in 1950/It looks as if these apartment blocks were built in 1950.

It looks as if you smoke (tobacco). سىز تاماكا چېكىدىغان ئوخشايسىز.

He can't have known Chinese previously/It doesn't look as if he knew Chinese previously. ئۇ بۇرۇن خەنزۇچە بىلمەيدىغان بولسا كېرەك.

They seem to be in a meeting just now/It looks as if they're in a meeting at the moment.[99] ئۇلار ھازىر يىغىن ئېچىۋاتسا كېرەك.

مەن ئۇ چاغدا باشلانغۇچ مەكتەپتە ئوقۇۋاتقان بولسام كېرەك. I must have been studying in primary school at that time.

It looks as if you're planning to go somewhere/You look as if you're planning to go somewhere. سەن بىر يەرگە بارماقچى ئوخشايسەن.

The predicate forms of the Objective Assessment Mood of the verb are also classified according to the State-Tense Category and occur in every kind of state-tense form, therefore the construction in turn of all the state-tense forms in the Objective Assessment Mood is considered to be the construction of the predicate forms of the Objective Assessment Mood of the verb. This matter will be introduced in combination with the construction of all the state-tense forms in §4 of this chapter:***The State-Tense Category***.

[99] ئېچىۋاتسا كېرەك is the same as ئېچىۋاتقان بولسا كېرەك.

6. Predicate Forms of the Imperative Mood

(بۇيرۇق ـ تەلەپ مەيلىدىكى خەۋەر شەكلى)

1) Its Formation

The predicate forms of the Imperative Mood are formed by *attaching the following suffixes to the verb stem*:

In the **1st person singular type** the suffix '**ـي//ـاي//ـەي**' is added. For example:

كۆرەي تۇراي سۆزلەي قاراي

In the **1st person plural type** the suffix '**ـيلى//ـايلى//ـەيلى**' is added. For example:

كۆرەيلى تۇرايلى سۆزلەيلى قارايلى

In the **2nd person singular ordinary type** the **verb stem itself** is used. For example:

كۆر تۇر سۆزلە قارا

In the **2nd person singular refined (polite) type** the suffix '**ـڭ//ـىڭ//ـۇڭ//ـۈڭ**' is added, For example:

كۆرۈڭ تۇرۇڭ سۆزلەڭ قاراڭ

In the **2nd person singular respectful type** the suffix '**ـسىلا//ـسىلە**'is added. For example:

كۆرسىلە تۇرسىلا سۆزلىسىلە قارىسىلا

In the **2nd person plural ordinary type** the suffix '**ـڭلار//ـىڭلار//ـۇڭلار//ـۈڭلار**' is added. For example:

كۆرۈڭلار تۇرۇڭلار سۆزلەڭلار قاراڭلار

In the **2nd person plural respectful type** the suffix '**ـسىلا//ـسىلە**' is added to the **mutual voice stem form of the verb**. For example:

كۆرۈشسىلە تۇرۇشسىلا سۆزلەشسىلە قاراشسىلا

In the **2nd person plural disrespectful type** the **mutual voice stem form of the verb** is used. For example:

كۆرۈش تۇرۇش سۆزلەش قاراش

In the **3rd person type** the suffix '**ـسۇن**' is added. For example:

كۆرسۇن تۇرسۇن سۆزلىسۇن قارىسۇن

The negative form of the imperative mood predicate form is

formed by attaching the above suffixes to the negative stem form of the verb. For example:

كۆرمسۇن تۇرماڭ سۆزلىمەيلى قارىماي

2) Its Meaning and Usage

The predicate form of the Imperative Mood of the verb indicates that the subject matter of the sentence is spoken in a manner that denotes:

(i) Requesting	تەلەپ قىلىش
(ii) Instructing or **Ordering**	بۇيرۇش
(iii) Complying	قوشۇلۇش
(iv) Appealing	دەۋەت قىلىش
(v) A Wish	تىلەكداشلىق

For example:

(i) رۇخسەت قىلسىڭ، مەن باراي.

Please give me permission and let me go.

(iii) OK, you can go. ماقۇل، سىز بېرىڭ.

كەلسىلە، يۇقىرى چىقسىلا، چاپانلىرىڭى سىلىۋەتسىلە.

(ii) Please come and take the seat of honour and take off your coat.

توسما، قويۇپ بەر، بوپتۇ بارسۇن.

(iv) Don't block the way, let him through, let him go.

(v) Long live our great homeland. ياشىسۇن ئۇلۇغ ۋەتىنىمىز!

May you grow old together. تەڭ قېرىڭلار!

May you not grow tired!/ Hello! (in some areas) هارماڭلار!

May there be blessing on your festival!/Happy Eid! ھېيتىڭىزغا مۇبارەك بولسۇن!

The predicate form of the Imperative Mood may also indicate that the listener is being requested to wait until the subject matter of the sentence has occurred. For example:

Let the film finish and then we'll go. كىنو تۈگىسۇن، ئاندىن بارايلى.

مەن قايتىپ كېلەي، ئاندىن ئوبدان پاراڭلىشايلى.

Wait till I come back and then we'll have a good chat.

Why are you in نېمە ئالدىرايسەن، ياز كەلسۇن، مېۋىلەر پىشسۇن.

such a hurry, wait till summer comes and let the fruit ripen.

The suffix '-غىن//-قىن//-كىن' may also be added to the 2nd Person Singular Ordinary type predicate form of the Imperative Mood. **In such cases the sense of an intimate or affectionate command or request is expressed**. For example:

Go on my child, go on. بارغىن بالام، بارغىن.

Please don't worry, Mother. غەم قىلمىغىن ئانا.

The predicate forms of the Imperative Mood of the verb function as the predicate of **non-impeding objection clauses** in the following circumstances:

A. Under circumstances in which there is an interrogative pronoun in the sentence. In this instance, it makes no difference whether it is in a positive form or a negative form. The conjunction 'مەيلى' may come before the interrogative pronoun. For example:

ئۇ (مەيلى) قانداق ئىشنى قىلسۇن، ئەستايىدىل ئىشلەيدۇ.

He works conscientiously, whatever kind of work he does.

The represent- ۋەكىللەر (مەيلى) نەگە بارمىسۇن، قىزغىن قارشى ئېلىندى.

atives were welcomed warmly, no matter where they went.

(مەيلى) كىم بولمىسۇن، بىلەت ئېلىپ كىرسۇن.

No matter who it is, they can only get in if they have a ticket.

However high you climb, مەيلى قانچىلىك ئۆس، ئاممىدىن ئايرىلما.

don't disassociate yourself from the man in the street.

B. Under circumstances in which two sentences occur together with the conjunction 'مەيلى' or 'خايى' attached to the beginning of them. The conjunction 'ياكى' may also sometimes be attached to the beginning of the second sentence. For example:

مەيلى بوران چىقسۇن، مەيلى يامغۇر ياغسۇن، جەزمەن بارىمەن.

I'll definitely go, no matter if it's blowing a gale or raining.

Whether you come, خايى كەلمە، يىغىننى ئېچىۋېرىمىز.

or whether you don't, we'll go ahead and hold the meeting.

Whether مەيلى سەن يازياكى مەن يازاي، ماقالە ئەتە پۈتۈشى كېرەك.

you write it or I write it, the article must be finished tomorrow.

7. Predicate Forms of the Hypothesis-Objection (Conditional) Mood

(پەرەز ـ قارشىلىق مەيلىدىكى خەۋەر شەكلى)

1) Its Formation

The predicate forms of the Hypothesis-objection Mood of the verb are formed by attaching the following suffixes to the verb stem:

In the **1st Person Singular type** the suffix '**ـسام//ـسەم**' is added. For example:

كۆرسەم تۇرسام سۆزلىسەم كەلسەم يازسام

In the **1st Person Plural type** the suffix '**ـساق//ـسەك**' is added. For example:

كۆرسەك تۇرساق سۆزلىسەك كەلسەك يازساق

In the **2nd Person Singular Ordinary type** the suffix '**ـساڭ//ـسەڭ**' is added. For example:

كۆرسەڭ تۇرساڭ سۆزلىسەڭ كەلسەڭ يازساڭ

In the **2nd Person Singular Refined (Polite) type** the suffix '**ـسىڭىز**' is added, For example:

كۆرسىڭىز تۇرسىڭىز سۆزلىسىڭىز كەلسىڭىز يازسىڭىز

In the **2nd Person Singular Respectful type** the suffix '**ـسىلا//ـسىلە**' is added. For example:

كۆرسىلە تۇرسىلا سۆزلىسىلە كەلسىلە يازسىلا

In the **2nd Person Plural Ordinary type** the suffix '**ـساڭلار//ـسەڭلار**' is added. For example:

كۆرسەڭلار تۇرساڭلار سۆزلىسەڭلار كەلسەڭلار يازساڭلار

In the **2nd Person Plural Respectful type** the suffix '**ـسىلا//ـسىلە**' is added to the **mutual voice stem form of the verb**. For example:

كۆرۈشسىلە تۇرۇشسىلا سۆزلەشسىلە كېلىشسىلە يېزىشسىلا

In the **2nd Person Plural disrespectful type** the suffix '**ـساك//ـسەك**' is added to the **mutual voice stem form of the verb**. e.g.:

كۆرۈشسەك تۇرۇشساك سۆزلەشسەك كېلىشسەك يېزىشساك

In the **3rd Person type** the suffix '**ـسا//ـسە**' is added. For example:

كۆرسە تۇرسا سۆزلىسە كەلسە يازسا

The negative form of the Hypothesis-Objection Mood predicate form is formed by *attaching the above suffixes to the negative stem form of the verb*. For example:

كۆرمسە تۇرمساڭلار سۆزلىمسەك كەلمسەك يازمسام

2) Its Meaning and Usage

The Hypothesis-Objection predicate form of the verb is used as follows:

A. When it is the predicate of a Subordinate Hypothesis Clause, it indicates that the subject matter of the sentence is spoken in the manner of a hypothesis. For example:

If you try hard, you will make progress. **تىرىشساڭ**، ئالغا باسسەن.

ئەتە يامغۇر **ياغمىسا**، سەيلىگە چىقىمىز.

If it doesn't rain tomorrow, we'll go out for a walk.

Whoever tries hard, will make progress. كىم **تىرىشسا**، شۇ ئالغا باسىدۇ.

سىز نەگە **بارسىڭىز**، مەنمۇ شۇ يەرگە بارىمەن.

Wherever you go, I will go too.

تېز **ماڭمىساق**، ئۈلگۈرەلمەيمىز.

If we don't walk quickly, we won't be able to make it on time.

B. When it is the predicate of a Subordinate Objection Clause, it indicates that the subject matter of the sentence is spoken in opposition to another matter or state. For example:

We went, but he wasn't at home. **بارساق**، ئۆيىدە يوق ئىكەن.

I asked, but he got angry. **سورىسام**، خاپا بولۇۋاتىدۇ.

ئاكام **بارسا**، ئۇ ناھايىتى قوپاللىق قىپتۇ.

My older brother went, but (s)he apparently acted really rudely.

بىز ئالدىراپ بىر قولىمىزنى ئىككى **قىلالمايۋاتساق**، ئۇ ئويناپ يۈرىدۇ.

We're rushing around unable to cope, but he's playing about.

سىز ئۇ يەرنى **بىلمىسىڭىز**، قانداق بارىسىز؟

You don't know that place, so how will you get there?

ئۇ ئالىي مەكتەپنى **پۈتتۈرگەن تۇرسا**، مۇنچىلىك نەرسىنى بىلمەمدۇ؟

How come he doesn't know such things, despite having graduated from university?

Since the time is passing, oughtn't we to hurry? (lit. ... is it right not to hurry?) ۋاقىت ئۆتۈپ **كېتىۋاتسا**، ئالدىرىماي بولامدۇ.

C. *When combined with the particle* '_مۇ', it functions as a subordinate non-impeding objection clause and indicates that, although the subject matter is in opposition to another matter, it is nevertheless unable to prevent it. For example:

We'll still go, even if it rains. يامغۇر ياغسىمۇ بارىۋېرىمىز.

شۇنچە گەپ قىلسامۇ، كۆنمىدى.

No matter what I said, he didn't take any notice.

قارشى ئالمىساڭلارمۇ، كېلىمىز.

We'll come, even if you don't welcome us.

8. Predicate Forms of the Hope-Polite Request Mood

(ئارزۇ ـ تەكلىپ مەيلىدىكى خەۋەر شەكلى)

1) Its Formation

The Hope-Polite Request Mood predicate form of the verb is formed by *attaching the* 'ئىكەن' *auxiliary to the verb's Hypothesis-Objection Mood predicate form.* The 'ئىكەن' auxiliary is usually attached to the verb's Hypothesis-Objection Mood predicate form, but it may sometimes be omitted. For example:

يازسامىكەن بارساقىكەن كەلسەڭىكەن سۆزلىسىڭىزكەن

كۆرسەڭلەرىكەن قالسىلىكەن تۇرسىكەن ئوقۇسام كۆلمىسەك

2) Its Meaning and Usage

The Hope-Polite Request Mood predicate form of the verb indicates that the subject matter of the sentence is spoken in the manner of a petition, a desire, or a (polite) request. For example:

مۇھىم ئىشىم چىقىپ قالدى، ماڭا ئىككى كۈنلۈك رۇخسەت بېرىلسىكەن.

An important matter has come up, please could I be given two days leave.

مۇندىن كېيىنمۇ ماڭا مۇشۇنداق ياردەم قىلىپ تۇرسىڭىزكەن.

I hope you will keep on helping me in this way in the future also.

Please would دېجورنى بولغان يولداشلار دوسكىنىمۇ سۈرتۈپ قويسىكەن. the comrades who are on duty wipe the blackboard as well.

مۇئەللىم، ئاخىرىنى يەنە بىر قېتىم ئوقۇپ بەرسىڭىز، خاتىرىلىۋالساق.

Teacher, please could you read the end once more so that we can take notes.

9. Predicate Forms of the Wish Mood

(ئارمان مەيلىدىكى خەۋەر شەكلى)

1) Its Formation

The Wish Mood predicate form of the verb is formed by *attaching the past tense form of the Direct Judgment Copula to the Hypothesis-Objection Mood predicate form of the verb.* The Direct Judgment Copula is usually in the 3rd person type in all its persons alike, but sometimes it also occurs in the person which is the same as that of its subject.[100] The direct judgment copula may also sometimes be omitted. For example:

بارساقىدۇق	يازسامىدى (يازسامىدىم)
سۆزلىسىڭىزدى	كەلسەڭىدى (كەلسەڭىدىڭ)
قالسىلىدى	كۆرسەڭلەردى
ئالساق	ئوقۇسام

2) Its Meaning and Usage

The Wish Mood predicate form indicates that the subject matter of the sentence is spoken in the manner of a wish. For example:

If only I شۇ كىشى بىلەن مەنمۇ بىر كۆرۈشسەمىدى (كۆرۈشسەمىدىم). could meet that person too/I wish I could meet that person too.

بۇ قېتىمقى خىزمەتكە مېنىمۇ قاتناشتۇرسىدى.

I wish they would get me into this job too.

شۇ يىغىنغا بىزمۇ قاتناشساقىدۇق.

We wish we could attend that meeting too.

---

[100] According to the 'ھازىرقى زامان ئۇيغۇر ئەدەبىي تىلىنىڭ ئىملا ۋە تەلەپپۇز لۇغىتى', the 1st person plural form always occurs with '_ىدۇق' and only the 1st person singular and the 2nd person singular ordinary types may sometimes occur with '_ىدىم' or '_ىدىڭ' respectively. The rest only take the '_ىدى' suffix.

If only it would really rain. راسا بر یامغۇر یاغسىدى.
ساماۋارىم بولسىدى، چايلىرى قاينىاپ تۇرسىدى.
بىر چىنە چايىنى ئىچكۈچە يارىم ئويناپ تۇرسىدى. (قوشاق)
I wish I had a samovar and the tea would keep on boiling.
I wish my sweetheart would keep on dancing while I drink a bowl of tea. (song)
شۇ مېنىڭ مەيلىمچە بولسا، چىقمىسام يار قاشىدىن،
خەلقى ئالەم ئالدىدا پەرۋانە بولسام باشىدىن. (قوشاق)
If only it were according to my desire, then I would not leave my lover's side,
If only I were a moth, then I would not leave his head, even in front of all the people in the world. (song)

10. Predicate Forms of the Regret Mood

(ئەپسۇس مەيلىدىكى خەۋەر شەكلى)

1) Its Formation

The Regret Mood predicate form of the verb is constructed by *attaching the word 'بوپتىكەن' or 'بولغانىكەن', in the role of an auxiliary word, to the predicate form of the Hypothesis-Objection Mood of the verb*. For example:

بارساق بولغانىكەن	يازسام بوپتىكەن
سۆزلىسىڭىز بولغانىكەن	كەلسەڭ بوپتىكەن
قالسا بوپتىكەن	كۆرسەڭلار بوپتىكەن

The Regret Mood predicate form of the verb *may also be formed by attaching the suffix '-چۇ' to the Hypothesis-Objection Mood predicate form of the verb* (In this instance the first syllable of the verb is stressed). For example:

كەلسەڭچۇ	بارساقچۇ	يازسامچۇ
قالسىچۇ	كۆرسەڭلارچۇ	سۆزلىسىڭىزچۇ

2) Its Meaning and Usage

The Regret Mood predicate form of the verb indicates that the subject matter of the sentence is spoken in the manner of a regret.
For example:

تۇنۇگۈنكى دوكلاتنى مەنمۇ ئاڭلىسام بوپتىكەن (ئاڭلىسامچۇ)، بىر پۇرسەت قولۇمدىن كېتىپ قاپتۇ.
If only I had heard yesterday's lecture too; an opportunity has been lost/It's a pity I didn't hear yesterday's lecture too; an opportunity has been lost.
يازغاندىكىن ياخشىراق يازساك بوپتىكەن (يازساڭچۇ).
You've written it, but it's a pity you didn't write it better.
بالىلىرىڭىزنىمۇ ئالغاچ كەلسىڭىز بولغانىكەن (ئالغاچ كەلسىڭىزچۇ)، ئويناپ كېتەتتى.
It's a pity you didn't bring your children with you; they could have played.
تۇرسۇنمۇ كەلسە بوپتىكەن (كەلسىچۇ)، ئۆيدە يالغۇز ئولتۇرغۇچە.
Tursun should have come too, instead of staying at home alone/
I wish Tursun had come too, instead of staying at home alone.

11. Predicate Forms of the Entreaty Mood

(يالۋۇرۇش مەيلىدىكى خەۋەر شەكلى)

1) Its Formation

The Entreaty Mood predicate form of the verb is formed by *attaching the suffix '-چۇ' to the Imperative Mood predicate form of the verb*.
For example:

كەلچۇ	بارايچۇ	يازايچۇ
قالسۇنچۇ	كۆرۈڭلارچۇ	سۆزلەڭچۇ

In the 1st and 2nd persons, the Entreaty Mood predicate form of the verb may also be expressed by transferring the stress to the final syllable of the regret mood predicate form which takes the particle '-چۇ'. For example:

كەلسەڭچۇ	بارساقچۇ	يازسامچۇ
قالسىچۇ	كۆرسەڭلارچۇ	سۆزلىسىڭىزچۇ

2) Its Meaning and Usage

The Entreaty Mood predicate form of the verb indicates that the subject matter of the sentence is spoken in the manner of an entreaty.
For example:

مەيەرگە كېلىڭچۇ، سىزگە بىر گېپىم بار.
Please come here, there's something I want to say to you.
Comrades, *please* don't talk. يولداشلار، پاراڭ سالماڭلارچۇ.
خۇش بولاي، مۇنداق گەپلەرنى قىلماڭچۇ.
Keep me happy; please don't say such things.
مۇشۇ ۋەزىپىنى مەن ئۈستۈمگە ئالايچۇ، ماقۇل دەڭا.
Please let me take on this task; *do* say yes.
گەپ قىلساڭچۇ، كىشىنى تەقەززا قىلماي.
Please speak, don't keep me waiting anxiously.
ۋاقتىڭ بولسا، ماۋۇ خەتنى تەرجىمە قىلىپ بەرسەڭچۇ.
If you have time, please could you translate this letter.

12. Predicate Forms of the Worry Mood
(ئەنسىرەش مەيلىدىكى خەۋەر شەكلى)

1) Its Formation

The Worry Mood predicate form of the verb is formed by *attaching the Past Tense Direct Judgment Copula to the 3rd person negative* 'غاي' *type Direct Statement Mood Present (Imperfect) Tense predicate form of the verb* (See §4: *The State-Tense Category,* sub-section 4: *The Present (Imperfect) Tense Predicate Form, p.342*). As a result of the judgment copula being attached to the verb, the final 'ئاي// ئەي' part of the verb becomes 'ـىي' and the initial vowel of the copula is dropped. For example:

كەلمىگىدىك	بارمىغىدۇق	يازمىغىدىم
قالمىغىدى	كۆرمىگىدىڭىز	سۆزلىمىگىدىڭىز

2) Its Meaning and Usage

The Worry Mood predicate form of the verb indicates that the speaker pronounces the subject matter of the sentence in an anxious manner. Because such matters generally possess an accidental nature, the verb is *usually combined with auxiliary verbs which indicate the accidental aspect.* For example:

سائەت بەش بولدى، كېچىكىپ قالمىغىدۇق.
It's five o'clock. I do hope we won't be late.
سەن شۇ سائەت بىلەن بىلەك ئېيتىشىپ كەتتىڭ، بۇزۇپ قويمىغىدىڭ.
You've messed about so much with that clock, it's to be hoped you haven't accidentally broken it.
ياخشى تەكرار قىلالمىدىم، مۇئەللىم مەندىن سوراپ يۈرمىگىدى.
I wasn't able to revise well, so I do hope the teacher doesn't happen to ask me.
I do hope I won't مۇئەللىمنىڭ سوئالىغا جاۋاب بېرەلمەي تۇرمىغىدىم.
temporarily be stuck for an answer to the teacher's question.

13. Predicate Forms of the Necessity Mood
(زۆرۈرىيەت مەيلىدىكى خەۋەر شەكلى)

The Necessity Mood predicate form of the verb is basically expressed by *adding the word* 'بولىدۇ', *which functions as an auxiliary verb, to the Hypothesis-Objection Mood predicate form of the verb and pronouncing them as a single unit, without a break.* It indicates that the speaker pronounces the subject matter of the sentence in a manner which deems it essential. For example:

سېنىڭ بۇ پىكرىڭ توغرا ئەمەس، ۋاز كەچسەڭ بولىدۇ.
This opinion of yours is wrong, you must give it up.
ئانىڭىز بەك ئەنسىرەيدىكەن، پات ـ پات خەت يېزىپ تۇرسىڭىز بولىدۇ.
Apparently your mother is very worried. You must keep writing regularly.
ئەگەر بۇ پىكرىنى قوبۇل قىلمىساڭ، مۇندىن كېيىن ساڭا پىكىر بەرمىسەم بولىدۇ.
If you don't accept this criticism I won't need to give you my views after this.
This plant is بۇ گۈل بەك نازۇك، ھەر كۈنى سۇ قۇيۇپ تۇرسا بولىدۇ.
very delicate. It's essential to keep watering it every day.

It should be noted that there is another kind of compound sentence in Uyghur which indicates permission or approval and is identical in form to the above construction indicating the Necessity Mood.

For example:

سۇ ئىسسىدى، ئەمدى ئىشلەتسىڭىز بولىدۇ.

The water's hot enough; you may use it now.

ئىش تۈگىدى، ئەمدى كەتسەڭلار بولىدۇ.

The job's finished; you may go now.

However, these two constructions differ from each other in pronunciation: the construction which indicates the Necessity Mood is pronounced as a single unit, without a break, but the construction which indicates permission or approval is pronounced as clearly divided into two.

The following two kinds of Necessity Mood forms of the verb may also be encountered in Uyghur:

(i) One kind is expressed by means of the 'غان' type Imperfect Participle and is basically used by adults when they see children behaving inappropriately and admonish them. *The subject of such sentences is generally combined with the function word* 'دېگەن'. e.g.:

ئوقۇغۇچى دېگەن ھەر كۈنى ئەتىگەن تۇرۇپ دەرسنى تەكرار قىلىدىغان.

A student ought to get up early every day and review the lesson.

A good child should be obedient. ياخشى بالا دېگەن گەپ ئاڭلايدىغان.

دوختۇر دېگەن كېسەللەرگە ئانداق قوپال مۇئامىلە قىلمايدىغان.

A doctor ought not to behave so roughly towards patients.

(ii) Another kind of Necessity Mood form is expressed by *attaching the suffix* '-غۇلۇق//-قۇلۇق//-گۇلۈك//-كۇلۈك' *to the stem of the verb.* This form is impersonal and is used extremely widely in the Hotan dialect. It is also used in other dialects to differing degrees. Because this form is concise, it is also regularly encountered in poetry. e.g.:

ئوقۇتقۇچى يېزىڭلار دېگەندىكىن يازغۇلۇق.

When the teacher tells you to write, you must write.

بىر ئىشنى سۆرەپ يۈرمەي ۋاقتىدا تۈگەتكۈلۈك.

A job should not be dragged out, but (should be) finished on time.

كىچىك بالىنى مۇنداق ئۆگەتمىگۈلۈك.

A little child should not be taught in this way.

§4 The State-Tense Category

(ھال - زامان كاتېگورىيىسى)

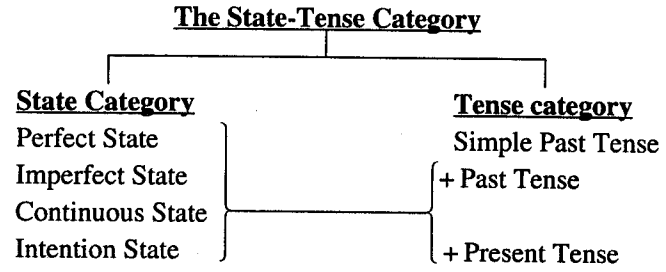
Each type of predicate form of the Direct Statement Mood, the Indirect Statement Mood, the Hearsay Statement Mood, the Subjective Assessment Mood, and the Objective Assessment Mood of Uyghur verbs differs in state and tense and together the produce the State-Tense Category. This category is a combination of the State Category, which indicates every state of the action, and the Tense Category, which indicates that the action or the circumstances of the action are connected with various times (or tenses). These consist of an amalgamation of four state types:

The Perfect State	پۈتكەن ھال
The Imperfect Sate	پۈتمىگەن ھال
The Continuous State	ئىزچىل ھال
The Intention State	مەقسەت ھالى

and three tense types:

The Simple Past Tense	ئاددىي ئۆتكەن زامان
The Past Tense	ئۆتكەن زامان
The Present Tense	ھازىرقى زامان

If we schematize the components of the State-Tense Category's State Category and Tense Category and the circumstances of their amalgamation, they will appear as follows:



When analysing components of the State-Tense Category according to whole units, it is possible to divide them into nine types, namely:

Simple Past Tense	ئاددىي ئۆتكەن زامان
Present Perfect Tense	پۈتكەن هازىرقى زامان
Past Perfect Tense	پۈتكەن ئۆتكەن زامان
Present (Imperfect) Tense	پۈتمىگەن هازىرقى زامان
Past Imperfect Tense	پۈتمىگەن ئۆتكەن زامان
Present Continuous Tense	ئىزچىل هازىرقى زامان
Past Continuous Tense	ئىزچىل ئۆتكەن زامان
Present Intention Tense	مەقسەت هازىرقى زامان
Past Intention Tense	مەقسەت ئۆتكەن زامان

Each of these nine types are expressed in different forms in every type of predicate form in the Direct Statement Mood, the Indirect Statement Mood, the Hearsay Statement Mood, the Subjective Assessment Mood, and the Objective Assessment Mood. The formation or construction, meaning and usage of these nine State-Tense types are individually discussed below:

1. The Simple Past Tense Predicate Form

(ئاددىي ئۆتكەن زامان خەۋەر شەكلى)

1) Its Formation

◊ — **The Direct Statement Mood's Simple Past Tense predicate form** (ۋاستىسىز بايان مەيلىدىكى ئاددىي ئۆتكەن زامان خەۋەر شەكلى)
This predicate form is produced according to the chart on the following page (p. 321).

These forms are produced by *attaching Past Tense suffixes to the stem form of the verb.*

Their negative form is produced by attaching Past Tense suffixes to the negative stem form of the verb. For example:

I didn't write	يازمىدىم we didn't write يازمىدۇق
you didn't write (sg. ordinary)	يازمىدىڭ
you didn't write (sg. refined)	يازمىدىڭىز
you didn't write (sg. respectful)	يازمىدىلا
you didn't write (pl. ordinary)	يازمىدىڭلار

you didn't write (pl. respectful)	يېزىشمىدىلا
you didn't write (pl. disrespectful)	يېزىشمىدىڭ
he/she/they didn't write	يازمىدى

The Direct Statement Mood's Simple Past Tense

Person Type		Examples
1st	Singular	يازدىم، تاپتىم، قۇردۇم، قوشتۇم، كۆلدۈم، كۆتتۈم
	Plural	يازدۇق، تاپتۇق، قۇردۇق، قوشتۇق، كۆلدۈق، كۆتتۈق
2nd	Singular Ordinary	يازدىڭ، تاپتىڭ، قۇردۇڭ، قوشتۇڭ، كۆلدۈڭ، كۆتتۈڭ
	Singular Refined	يازدىڭىز، تاپتىڭىز، قۇردىڭىز، قوشتىڭىز، كۆلدىڭىز، كۆتتىڭىز
	Singular Respectful	يازدىلا، تاپتىلا، قۇردىلا، قوشتىلا، كۆلدىلە، كۆتتىلە
	Plural Ordinary	يازدىڭلار، تاپتىڭلار، قۇردۇڭلار، قوشتۇڭلار، كۆلدۈڭلار، كۆتتۈڭلار
	Plural Respectful	يېزىشتىلا، تېپىشتىلا، قۇرۇشتىلا، قوشۇشتىلا، كۆلۈشتىلە، كۆتۈشتىلە
	Plural Disrespectful	يېزىشتىڭ، تېپىشتىڭ، قۇرۇشتۇڭ، قوشۇشتۇڭ، كۆلۈشتۇڭ، كۆتۈشتۇڭ
3rd Person		يازدى، تاپتى، قۇردى، قوشتى، كۆلدى، كۆتتى

◊ — **The Indirect Statement Mood's Simple Past Tense predicate form** (ۋاستىلىك بايان مەيلىدىكى ئاددىي ئۆتكەن زامان خەۋەر شەكلى)
This predicate form is produced according to the following chart:

Person Type		Examples
1st	Singular	يېزىپتىمەن، قۇرۇپتىمەن، كۆلۈپتىمەن، كۆتۈپتىمەن
	Plural	يېزىپتىمىز، قۇرۇپتىمىز، كۆلۈپتىمىز، كۆتۈپتىمىز
2nd	Singular Ordinary	يېزىپسەن، قۇرۇپسەن، كۆلۈپسەن، كۆتۈپسەن
	Singular Refined	يېزىپسىز، قۇرۇپسىز، كۆلۈپسىز، كۆتۈپسىز،
	Singular Respectful	يېزىپتىلا، قۇرۇپتىلا، كۆلۈپتىلا، كۆتۈپتىلا،
	Plural Ordinary	يېزىپسىلەر، قۇرۇپسىلەر، كۆلۈپسىلەر، كۆتۈپسىلەر،
	Plural Respectful	يېزىشپتىلا، قۇرۇشۇپتىلا، كۆلۈشۇپتىلا، كۆتۈشۇپتىلا
	Plural Dis-respectful	يېزىشپسەن، قۇرۇشۇپسەن، كۆلۈشۇپسەن، كۆتۈشۇپسەن
3rd Person Type		يېزىپتۇ، قۇرۇپتۇ، كۆلۈپتۇ، كۆتۈپتۇ

These forms were originally made by *attaching the verb* 'تۇرۇر' *(in the role of a judgment copula) and personal suffixes to the Associative Adverbial form of the verb.* These have been condensed into their present-day condition. Their negative form is produced on the basis of the 'ـماپ//ـمەپ' negative type form of the Associative Adverbial. For example:

(Apparently)[101] I didn't write	يازماپتىمەن
we didn't write	يازماپتىمىز
you didn't write (sg. ordinary)	يازماپسەن
you didn't write (sg. refined)	يازماپسىز
you didn't write (sg. respectful)	يازماپتىلا
you didn't write (pl. ordinary)	يازماپسىلەر
you didn't write (pl. respectful)	يېزىشماپتىلا
you didn't write (pl. disrespectful)	يېزىشماپسەن
he/she/they didn't write	يازماپتۇ

◊ — **The Hearsay Statement Mood's Simple Past Tense predicate form** (ئاڭلاتما بايان مەيلىدىكى ئاددىي ئۆتكەن زامان خەۋەر شەكلى)
This predicate form is produced according to the chart on the following page (p. 324).

The first two of these variants were originally formed by *attaching the verb* 'تۇرۇر' *(in the role of a Judgment Copula) and the Present Tense forms of the Hearsay Judgment Copula to the Associative Adverbial form of the verb.* These have been condensed into their present-day condition. The final variant has been produced by *attaching the* 'ـمىش' Judgment Copula to the Simple Past Tense predicate form of the Indirect Statement Mood.[102]

Their negative form is produced on the basis of the 'ـماپ//ـمەپ' negative type form of the Associative Adverbial. For example:

[101] As this is the Indirect Statement Mood form, the word 'apparently' may or may not be required for each person, as this form is often used in the same sense as the Direct Statement Mood.

[102] The second variant is the one most commonly used in Kashgar.

I supposedly didn't write/ they say I didn't write	يازماپتىدەكمەن
You supposedly didn't write	يازماپتىمىشسەن
He/she/they supposedly didn't write	يازماپتىمىش

The Hearsay Statement Mood's Simple Past Tense predicate form

Person Type		Examples
1st	Singular	يېزىپتىدەكمەن//يېزىپتىمىشمەن//يېزىپتىمەنمىش
	Plural	يېزىپتىدەكمىز//يېزىپتىمىشمىز//يېزىپتىمىزمىش
2nd	Singular Ordinary	يېزىپتىدەكسەن//يېزىپتىمىشسەن//يېزىپسەنمىش
	Singular Refined	يېزىپتىدەكسىز//يېزىپتىمىشسىز//يېزىپسىزمىش
	Singular. Respectful	يېزىپتىدەكلا//يېزىپتىمىشلا//يېزىپتىلامىش
	Plural Ordinary	يېزىپتىدەكسىلەر//يېزىپتىمىشسىلەر//يېزىپسىلەرمىش
	Plural Respectful	يېزىشىپتىدەكلا//يېزىشىپتىمىشلا//يېزىشىپتىلامىش
	Plural Dis-respectful	يېزىشىپتىدەكسەن//يېزىشىپتىمىشسەن// يېزىشىپسەنمىش
3rd Person Type		يېزىپتىدەك//يېزىپتىمىش

◊ — **The Subjective Assessment Mood's Simple Past Tense**

(سۇبيېكتىپ مۇلچەر مەيلىدىكى ئاددىي ئۆتكەن زامان خەۋەر شەكلى)

This predicate form is produced according to the following chart:

Person Type		Examples
1st	Singular Type	يازغاندىمەن//يازدىمغۇ دەيمەن
	Plural Type	يازغاندىمىز//يازدۇقتۇ دەيمەن
2nd	Sg. Ordinary Type	يازغانسەن//يازدىڭغۇ دەيمەن
	Sg. Refined Type	يازغانسىز//يازدىڭىزغۇ دەيمەن
	Sg. Respectful type	يازغانلا//يازدىلاغۇ دەيمەن
	Pl. Ordinary Type	يازغانسىلەر//يازدىڭلارغۇ دەيمەن
	Pl. Respectful Type	يېزىشقانلا//يېزىشتىلاغۇ دەيمەن
	Pl. Disrespectful	يېزىشقانسەن//يېزىشتىڭغۇ دەيمەن
3rd Person Type		يازغاندۇ//يازدىغۇ دەيمەن

The first of these types has been produced by *attaching the Present Tense form of the Subjective Assessment Judgment Copula to the perfect participial form of the verb.* The latter type has been constructed by *attaching the Present Tense form of the Subjective Assessment Mood Judgment Copula to the Simple Past Tense predicate form of the Direct Statement Mood.*[103]

[103] The first variant is the one most commonly used in Kashgar.

Their negative form is produced on the basis of the negative form of the participle or of the Direct Statement Mood's Simple Past Tense predicate form. For example:

I don't think I wrote	يازمىغاندىمەن//يازمىدىمغۇ دەيمەن
I don't think we wrote	يازمىغاندىمىز//يازمىدۇققۇ دەيمەن
I don't think you wrote	يازمىغانسەن//يازمىدىڭغۇ دەيمەن

◊ — **The Objective Assessment Mood's Simple Past Tense**[104]

(سۈبيېكتىپ مۆلچەر مەيلىدىكى ئاددىي ئۆتكەن زامان خەۋەر شەكلى)

This predicate is produced according to the chart on p. 327.

These forms have been constructed by *adding the Objective Assessment Copulas to the Perfect Participial form of the verb.*

Their negative form is constructed on the basis of the negative form of the participle. For example:

It doesn't look as if I wrote	يازمىغان ئوخشايمەن
It doesn't look as if you wrote	يازمىغان بولساڭلار كېرەك
It doesn't look as if you wrote	يازمىغان چېغىڭۇ
It doesn't look as if he/she/they wrote	يازمىغان ئوخشايدۇ

2) Its Meaning and Usage

In whichever mood they may be, the predicate forms of the verb's Simple Past Tense indicate that the action or state expressed by the verb occurred before the time of speaking.[105] For example:

Äkhmät wrote an article.	ئەخمەت ماقالە يازدى.
Äkhmät (apparently) wrote an article too.	ئەخمەتمۇ ماقالە يېزىپتۇ.
Äkhmät supposedly wrote an article too.	ئەخمەتمۇ ماقالە يېزىپتىدەك.
I think Äkhmät wrote an article too.	ئەخمەتمۇ ماقالە يازغاندۇ.
	ئەخمەتمۇ ماقالە يازغان ئوخشايدۇ.
It looks as if Äkhmät wrote an article too.	

[104] This is also used for the Present Perfect and Past Perfect Tense Objective Assessment Mood predicate form.

[105] In some instances Uyghur uses the simple past where English would use the present perfect tense.

The Objective Assessment Mood's Simple Past Tense predicate

Person Type		Examples
1st	Singular Type	يازغان ئوخشايمەن//يازغان بولسام كېرەك// يازغان چېغىمبا
	Plural Type	يازغان ئوخشايمىز//يازغان بولساق كېرەك// يازغان چېغىمىزۇا
2nd	Singular Ordinary	يازغان ئوخشايسەن//يازغان بولساڭ كېرەك// يازغان چېغىڭۇا
	Singular Refined	يازغان ئوخشايسىز//يازغان بولسىڭىز كېرەك// يازغان چېغىڭىزۇا
	Singular Respectful	يازغان ئوخشايلا//يازغان بولسلا كېرەك// يازغان چېغىلىرۇا
	Plural Ordinary	يازغان ئوخشايسىلەر//يازغان بولساڭلار كېرەك// يازغان چېغىڭلارۇا
	Plural Respectful	يېزىشقان ئوخشايلا//يېزىشقان بولسلا كېرەك// يېزىشقان چېغىلىرۇا
	Plural Dis-respectful	يېزىشقان ئوخشايسەن//يېزىشقان بولساڭ كېرەك// يېزىشقان چېغىڭۇا
3rd Person Type		يازغان ئوخشايدۇ//يازغان بولسا كېرەك//يازغان چېغى(ۇا)

سائەت توشتى، قوڭغۇراق چېلىندى، ھەممەيلەن سىنىپقا كىردۇق، ئۆز ئورنىمىزدا ئولتۇردۇق، ئوقۇتقۇچى كىردى، دەرس باشلاندى.

Time was up, the bell rang, we all went into the classroom, we sat in our seats, the teacher came in and the lesson began.

سىز قاچان كەلدىڭىز؟ باياتىن كۆرمەپتىمەن، ھېلىقى كىتابنى ئالغاچ كەلگەنسىز؟ ئەخمەت كەلمەپتىغۇ؟ ئاغرىپ قالغان ئوخشىمامدۇ؟ ئۇقتىڭىزمۇ، سەمەت كەلگىلى ئۇنىماپتىدەك، بىز ئۇنىڭغا ۋاقتىدا خەۋەر قىلماپتىدەكمىز. يۇرۇڭ، زالغا كىرەيلى، يىغىن باشلاندىغۇ دەيمەن.

When did you arrive? I didn't see you just now. Did you bring the book we were talking about? Apparently Äkhmät hasn't come. It looks as if he must have been taken ill, doesn't it? Do you know, Sämät didn't want to come, or so I've heard; we supposedly didn't let him know in time. Come on, let's go into the hall, I think the meeting has started.

ئۆكۈزنى شياۋدۇيجاڭ بېرىپتىدەك، مۇشۇنداق قىلىشقا رۇخسەت قىلىپتىدەك. (ز. سابىر) I've heard that the work team leader gave the bullock and he apparently gave permission for this job to be done. (Z. Sabir)

تەقدىردىن قازايى قەدەر يېتىپتۇ، ئاللا ئامانىتىنى ئالغان ئوخشايدۇ. (ئارسلان) Apparently, through fate, he is close to death; it looks as if Allah has taken back what he entrusted to him. (Arslan)

ئۆيىڭىزگە باردىم، ئۆيىڭىزدىكىلەرنىڭ ھەممىسى بىلەن كۆرۈشتۇم، ئۇكىڭىز چوڭ بولۇپ كېتىپتۇ، يېڭى كۆرۈشكەندە تونۇماپتىمەن. I went to your house and met all the members of your family. Your younger brother has grown up, I didn't recognize him when we first met.

In some situations, the Direct Statement Mood's Simple Past Tense predicate form may also be used in special senses. For example:

(a) We're off then. ئەمسە كەتتۇق.

We're going to start the lesson, then. دەرسنى باشلامدۇق، ئەمسە.

Goodbye then, I'm off/I'm leaving. خوش ئەمسە، مەن ماڭدىم.

(a) In the above sentences it indicates that the action will take place immediately.

(b) That's it, I'm definitely going to go there. بولدى، باردىم شۇ يەرگە..

بولدى، ئالدىم شۇ لۇغەتنى.

That's it, I'm determined to get that dictionary.

(b) In the above sentences it serves to indicate an absolute determination to carry out the action.

(c) Don't provoke him. ئۇنىڭغا چېقىلما، چېقىلدىدەك قۇتۇلالمايسەن.

If you tease him you won't get away with it.

قار كەلدىڭىز نان كەلدىڭىز، يامغۇر كەلدىڭىز ماي كەلدىڭىز. (ماقال)[106]

If it snows there will be a good wheat harvest, if it rains there will be a good harvest of oil crops. (lit. If it snows it will snow bread, if it rains it will rain oil.) (proverb)

ئالدىك پۇتتۈك، ساتتىك پۇتتۈك (يتتىك). (ماقال)

If you buy you will be fulfilled, if you sell you will lose out.

(c) In the above sentences it serves to indicate the sense of a hypothesis or an analogy.

2. The Present Perfect Tense Predicate Form

(پۈتكەن ھازىرقى زامان خەۋەر شەكلى)

1) Its Formation

◊ — **The Direct Statement Mood's Present Perfect Tense predicate form** (ۋاستىسىز بايان مەيلىدىكى پۈتكەن ھازىرقى زامان خەۋەر شەكلى)

This predicate form is produced according to the chart on the following page (p. 330).

These forms have been produced by *attaching the Present Tense form of the Direct Judgment Copula to the Perfect Participial form of the verb.* However, under circumstances in which the subject has not been dropped from the sentence, the Judgment Copula is omitted and judgment intonation occurs in its place.[107]

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[106] The 2nd person form of the verbs indicates that the nouns are treated as personifications.

[107] That is, intonation appropriate to an indicative (declarative) statement.

The Direct Statement Mood's Present Perfect Tense

Person Type		Examples
1st	Singular	يازغان(ـ مەن)، يازمىغان(ـ مەن)//يازغان ئەمەس (ـ مەن)
	Plural	يازغان(ـ مىز)، يازمىغان(ـ مىز)//يازغان ئەمەس(ـ مىز)
2nd	Singular Ordinary	يازغان(ـ سەن)، يازمىغان(ـ سەن)//يازغان ئەمەس(ـ سەن)
	Singular Refined	يازغان(ـ سىز)، يازمىغان(ـ سىز)//يازغان ئەمەس(ـ سىز)
	Singular Respectful	يازغان، يازمىغان//يازغان ئەمەس
	Plural Ordinary	يازغان(ـ سىلەر)، يازمىغان(ـ سىلەر)//يازغان ئەمەس(ـ سىلەر)
	Plural Respectful	يېزىشقان، يېزىشمىغان//يېزىشقان ئەمەس
	Plural Dis-respectful	يېزىشقان(ـ سەن)، يېزىشمىغان(ـ سەن)//يېزىشقان ئەمەس(ـ سەن)
3rd Person Type		يازغان(ـ دۇر)، يازمىغان(ـ دۇر)//يازغان ئەمەس(ـ تۇر)

The negative form of the Direct Statement Mood's Present Perfect Tense predicate form is of two types. One type (i) has been produced

on the basis of the negative form of the participle; the second type (ii) has been constructed by attaching the negative judgment copula to the participle.[108]

◊ — **The Indirect Statement Mood's Present Perfect Tense predicate form** (ۋاستىلىك بايان مەيلىدىكى پۈتكەن ھازىرقى زامان خەۋەر شەكلى) **This predicate form is produced according the following chart:**

Person Type		
1st	Singular	يازغانىكەنمەن//يېزىۋىكەنمەن//يېزىپتىكەنمەن[109]
	Plural	يازغانىكەنمىز//يېزىۋىكەنمىز//يېزىپتىكەنمىز
2nd	Sg. Ordinary	يازغانىكەنسەن//يېزىۋىكەنسەن//يېزىپتىكەنسەن
	Sg. Refined	يازغانىكەنسىز//يېزىۋىكەنسىز//يېزىپتىكەنسىز
	Sg.Respectful	يازغانىكەنلا//يېزىۋىكەنلا//يېزىپتىكەنلا
	Pl. Ordinary	يازغانىكەنسىلەر//يېزىۋىكەنسىلەر//يېزىپتىكەنسىلەر
	Pl. Respectful	يېزىشقانىكەنلا//يېزىشىۋىكەنلا//يېزىشىپتىكەنلا
	Plural Dis-respectful	يېزىشقانىكەنسەن//يېزىشىۋىكەنسەن// يېزىشىپتىكەنسەن
3rd Person Type		يازغانىكەن//يېزىۋىكەن//يېزىپتىكەن

[108] These two negative types can be seen in the above chart divided by a double slash.

[109] The first if these types is used in literature and films, the second by villagers and the third in Kashgar.

These forms have been produced by *attaching the Indirect Judgment Copula to* (a) the *Perfect Participial form of the verb*, (b) *the Associative Adverbial form*, or (c) *the 3rd person type of the Indirect Statement Mood's Simple Past Tense predicate form.*

The negative form of the Indirect Statement Mood's Present Perfect Tense predicate form is produced on the basis of (1) the negative form of the participle, or (2) the '-ماپ//مەپ' negative form of the Associative Adverbial. For example:

(1) يازمىغانىكەنمەن

I apparently haven't written/I apparently didn't write[110]

(2) يازمۇنكەنمىز

we apparently haven't written/we apparently didn't write

(2) يازماپتىكەنسەن

you apparently haven't written/you apparently didn't write

◊ — **The Hearsay Statement Mood's Present Perfect Tense predicate form** (ئاڭلاتما بايان مەيلىدىكى پۈتكەن ھازىرقى زامان خەۋەر شەكلى)
This predicate form is produced according to the chart on the following page (p. 333).

One of these forms has been produced by *attaching the Present Tense form of the Hearsay Judgment Copula to one type of perfect participial form* and the other has been produced *by attaching '-مىش' to the Present Perfect Tense predicate form of the Direct Statement Mood.*

The negative form of the Hearsay Statement Mood's Present Perfect Tense predicate form is produced on the basis of the negative form of the participle. For example:

يازمىغانمىشمەن

they say I haven't written/I'm supposed not to have written

[110] In spite of the explanation given in subsection 2 (*Its Meaning and Usage*), the present perfect tense in Uyghur, in whatever mood it occurs, often seems to refer to the remote past and to have little connection with the English concept of this tense.

you supposedly haven't written يازمىغانسەنمىش

I've heard that he hasn't written يازمىغانمىش

The Hearsay Statement Mood's Present Perfect Tense

Person Type		Examples
1st	Singular	يازغانمىشمەن//يازغانمەنمىش
	Plural	يازغانمىشمىز//يازغانمىزمىش
2nd	Sg. Ordinary	يازغانمىشسەن//يازغانسەنمىش
	Sg. Refined	يازغانمىشسىز//يازغانسىزمىش
	Sg. Respectful	يازغانمىشلا//يازغانلامىش
	Pl. Ordinary	يازغانمىشسىلەر//يازغانسىلەرمىش
	Pl. Respectful	يېزىشقانمىشلا//يېزىشقانلامىش
	Pl. Disrespectful	يېزىشقانمىشسەن//يېزىشقانسەنمىش
3rd Person Type		يازغانمىش

◊ — **The Subjective Assessment Mood's Present Perfect Tense predicate form**

(سۈبيېكتىپ مۆلچەر بايان مەيلىدىكى پۈتكەن ھازىرقى زامان خەۋەر شەكلى)

This predicate form is produced according to the chart on the following page (p.334).

The first of these forms (i) has been constructed by *attaching the Present Tense form of the Subjective Assessment Judgment Copula*

to the Present Perfect Tense predicate form of the Direct Statement Mood **and the latter type (ii) has the same form as one of the Subjective Assessment Mood's Simple Past Tense predicate forms.**

The Subjective Assessment Mood's Present Perfect Tense

Person Type		Examples
1st	Singular	يازغان(ـ مەن)غۇ دەيمەن//يازغاندىمەن
	Plural	يازغان(ـ مىز)غۇ دەيمەن//يازغاندىمىز
2nd	Sg. Ordinary	يازغان(ـ سەن)غۇ دەيمەن//يازغانسەن
	Sg. Refined	يازغان(ـ سىز)غۇ دەيمەن//يازغانسىز
	Sg. Respectful	يازغانغۇ دەيمەن//يازغانلا
	Pl. Ordinary	يازغان(ـ سىلەر)غۇ دەيمەن//يازغانسىلەر
	Pl. Respectful	يېزىشقانغۇ دەيمەن//يېزىشقانلا
	Pl. Disrespectful	يېزىشقان(ـ سەن)غۇ دەيمەن//يېزىشقانسەن
3rd Person Type		يازغانغۇ دەيمەن//يازغاندۇ

The negative form of the Subjective Assessment Mood's Present Perfect Tense is produced on the basis of the negative form of the participle. For example:

I don't think I've written (1) يازمىغان(ـ مەن)غۇ دەيمەن
I don't think you've written (1) يازمىغان(ـ سەن)غۇ دەيمەن
I don't think he's written (2) يازمىغاندۇ

◊ — **The Objective Assessment Mood's Present Perfect Tense predicate form**

(ئوبيېكتىپ مۇلچەر بايان مەيلىدىكى پۇتكەن ھازىرقى زامان خەۋەر شەكلى)

This predicate form is the same as the Simple Past Tense predicate form of the Objective Assessment Mood (See **pp. 326-7**).

2) Its Meaning and Usage

Whichever mood they are in, the Present Perfect Predicate forms of the verb indicate the present existence of the state which the action has brought about. That is to say, when this type of state-tense form is used, it is not the occurrence of the action which is being considered, but the present existence of the state which the action has brought about. This is the point at which it differs from the simple past tense type. For example:

Äkhmät has written this essay. بۇ ماقالىنى ئەخمەت يازغان.
بۇ ماقالىنى ئەخمەت يازغانىكەن.
Äkhmät has apparently written this essay.
بۇ ماقالىنى ئەخمەت يازغانمىش.
Äkhmät has supposedly written this essay.
بۇ ماقالىنى ئەخمەت يازغانغۇ دەيمەن.
I think Äkhmät has written this essay.
بۇ ماقالىنى ئەخمەت يازغان ئوخشايدۇ.
It looks as if Äkhmät has written this essay.
باغ كىشىنى مەپتۇن قىلىدۇ، رەڭمۇرەڭ گۈللەر ئېچىلغان، مېۋىلەر مەي باغلىغان، كېپىنەكلەر ئۇيىسۇلغا چۈشكەن.
The garden is fascinating: flowers of every hue have opened, fruits have ripened and butterflies have begun to dance.
ئېسىمگە كەلدى، بىز ئۇ يەرگە بارمىغانىكەنمىز.
It occurs to me that we have never been there.
سىز مۇندىن بۇرۇن بۇ يەرگە كېلىپ باقمىغان بولسىڭىز كېرەك.
It looks as if you've never been here before.

... بۇ ئىككى ئادەمنىڭ سەرگۈزەشتىسى، ھاياتىدا بېسىپ ئۆتكەن يولى ئوخشاپ كېتىدۇ ــ ئىككىلىسى **كونا جەمئىيەتتە مالاي بولغان**، مالايلىقتىن گومىنداڭغا **ئەسكەرلىككە تۇتۇلغان**، 1945 ـ يىلى قىشتىن باشلاپ قولىغا قورال ئېلىپ **گومىنداڭغا قارشى جەڭ قىلغان**، ئازادلىقتىن كېيىن بولسا يېزىنىڭ تۇنجى ئاكتىپلىرى ھېسابلىنىپ **پارتىيەگە بىللە كىرگەن**. (ز. سابىر)

The adventures of these two men and the path they have trodden in life are very similar — both of them had been slaves in the old society; from slavery they had been pressed into soldiering for the Guomindang;† from the winter of 1945 they had taken up arms and had fought against the Guomindang† and, after liberation were considered to be the village's first activists and had joined the party at the same time. (Z. Sabir) [† Guomindang = National Front]

Actions whose occurrence has become known to the speaker indirectly, and which it would be appropriate to describe by means of the Simple Past Tense Indirect Statement Mood of the verb, may also be stated in the Present Perfect Tense of the Direct Statement Mood, as a fact which continues to exist. This method is basically used in literary language. For example:

سىزنىڭ بۇ ماقالىڭىز **ناھايىتى ياخشى يېزىلغان**.

This article of yours has been very well written.

سىز بۇ ماقالىدە بىرنەچچە **خاتالىققا يول قويغانسىز**.

You have allowed several errors in this article.

گېزىت خەۋىرىگە قارىغاندا، ئەنگلىيىدىكى تۆمۈريول ئىشچىلىرى ئىش **ھەققىنى ئۆستۈرۈشنى تەلەپ قىلىپ ئومۇميۈزلۈك ئىش تاشلىغان**، ئەنگلىيىنىڭ تۆمۈريول قاتنىشى **پالەچ ھالەتكە چۈشۈپ قالغان**.

According to the newspaper, British railway workers have gone on a general strike after demanding a pay rise and British railway traffic has come to a standstill (lit. ... has fallen into a state of paralysis).

3. The Past Perfect Tense Predicate Form

(پۈتكەن ئۆتكەن زامان خەۋەر شەكلى)

1) Its Formation

◊ — **The Direct Statement Mood's Past Perfect Tense predicate form** (ۋاستىسىز بايان مەيلىدىكى پۈتكەن ئۆتكەن زامان خەۋەر شەكلى)

This predicate form is produced according to the following chart:

Person Type		Examples
1st	Singular	يازغانىدىم//يېزىۋىدىم، يازمىغانىدىم//يازمۇىدىم
	Plural	يازغانىدۇق//يېزىۋىدۇق، يازمىغانىدۇق//يازمۇىدۇق
2nd	Singular Ordinary	يازغانىدىڭ//يېزىۋىدىڭ، يازمىغانىدىڭ//يازمۇىدىڭ
	Singular Refined	يازغانىدىڭىز//يېزىۋىدىڭىز، يازمىغانىدىڭىز// يازمۇىدىڭىز
	Singular Respectful	يازغانىدىلا//يېزىۋىدىلە، يازمىغانىدىلە//يازمۇىدىلە
	Plural Ordinary	يازغانىدىڭلار//يېزىۋىدىڭلار، يازمىغانىدىڭلار// يازمۇىدىڭلار
	Plural Respectful	يېزىشقانىدىلە//يېزىشمۇىدىلە، يېزىشمىغانىدىلە// يېزىشمۇىدىلە
	Plural Dis-respectful	يېزىشقانىدىڭ//يېزىشمۇىدىڭ، يېزىشمىغانىدىڭ// يېزىشمۇىدىڭ
3rd Person Type		يازغانىدى//يېزىۋىدى، يازمىغانىدى//يازمۇىدى

These forms have been produced by *attaching the Past Tense form of the Direct Judgment Copula to the Perfect Participial form or the Associative Adverbial form of the verb*. The Judgment Copula has been completely joined to the verb.

In circumstances in which the subject of the sentence has not been omitted, the Judgment Copula which is attached to the perfect participle may be dropped.

◊ — **The Indirect Statement Mood's Past Perfect Tense predicate form** (ۋاستىلىك بايان مەيلىدىكى پۈتكەن ئۆتكەن زامان خەۋەر شەكلى)

The Indirect Statement Mood's Past Perfect Tense predicate form is the same as the Indirect Statement Mood's Present Perfect Tense predicate form (See **p. 331**). **Sometimes, especially in the 3rd person, it is also possible for the Past Tense form of the Indirect Judgment Copula to be used.** For example:

they have apparently written يازغانكەندۇق//يېزىۋېكەندۇق

(N.B. This form is only used in Northern Xinjiang)

◊ — **The Hearsay Statement Mood's Past Perfect Tense predicate form** (ئاڭلاتما بايان مەيلىدىكى پۈتكەن ئۆتكەن زامان خەۋەر شەكلى)

This predicate form is produced according to the chart on the following page (p. 339).

These forms have been produced by means of exchanging the final Indirect Judgment Copula of the Indirect Statement Mood's Present Perfect Tense predicate forms for the Hearsay Judgment Copula. Its negative forms are also produced in exactly the same way.

e.g.: يازمىغانكەنمىشمەن//يازمىۋېكەنمىشمەن//يازماپتىكەنمىشمەن

I had supposedly written

The Past Perfect Tense predicate form of the Hearsay Statement Mood may also be produced by *attaching the auxiliary* 'ـمىش' *to the predicate form of the Indirect Statement Mood's Present Perfect Tense*. For example:

يېزىپتىكەنمەنمىش	يېزىۋېكەنمەنمىش	يازغانكەنمەنمىش
يېزىپتىكەنسەنمىش	يېزىۋېكەنسەنمىش	يازغانكەنسەنمىش

The Hearsay Statement Mood's Past Perfect Tense

Person Type		Examples
1st	Singular	يازغانكەنمىشمەن//يېزىۋېكەنمىشمەن يېزىپتىكەنمىشمەن
	Plural	يازغانكەنمىشمىز//يېزىۋېكەنمىشمىز يېزىپتىكەنمىشمىز
2nd	Sg. Ordinary	يازغانكەنمىشسەن//يېزىۋېكەنمىشسەن يېزىپتىكەنمىشسەن
	Sg. Refined	يازغانكەنمىشسىز//يېزىۋېكەنمىشسىز يېزىپتىكەنمىشسىز
	Singular Respectful	يازغانكەنمىشلا//يېزىۋېكەنمىشلا يېزىپتىكەنمىشلا
	Plural Ordinary	يازغانكەنمىشسىلەر//يېزىۋېكەنمىشسىلەر يېزىپتىكەنمىشسىلەر
	Plural Respectful	يېزىشقانكەنمىشلا//يېزىشۇېكەنمىشلا يېزىشىپتىكەنمىشلا
	Plural Dis-respectful	يېزىشقانكەنمىشسەن//يېزىشۇېكەنمىشسەن يېزىشىپتىكەنمىشسەن
3rd Person Type		يازغانكەنمىش//يېزىۋېكەنمىش يېزىپتىكەنمىش

◊ — **The Subjective Assessment Mood's Past Perfect Tense predicate** (سۈبيېكتىپ مۆلچەر مەيلىدىكى پۈتكەن ئۆتكەن زامان خەۋەر شەكلى)
This predicate form is produced according to the following chart:

Person Type		Examples
1st	Singular	يازغان بولغيدىم//يازغانىدىمغۇ دەيمەن// يېزىۋىدىمغۇ دەيمەن
	Plural	يازغان بولغيدۇق//يازغانىدۇققۇ دەيمەن// يېزىۋىدۇققۇ دەيمەن
2nd	Singular Ordinary	يازغان بولغيدىڭ//يازغانىدىڭغۇ دەيمەن// يېزىۋىدىڭغۇ دەيمەن
	Singular Refined	يازغان بولغيدىڭىز//يازغانىدىڭىزغۇ دەيمەن// يېزىۋىدىڭىزغۇ دەيمەنْ
	Singular Respectful	يازغان بولغيدىلا//يازغانىدىلاغۇ دەيمەن// يېزىۋىدىلاغۇ دەيمەن
	Plural Ordinary	يازغان بولغيدىڭلار//يازغانىدىڭلارغۇ دەيمەن// يېزىۋىدىڭلارغۇ دەيمەن
	Plural Respectful	يېزىشقان بولغيدىلا//يېزىشقانىدىلاغۇ دەيمەن// يېزىشۇىدىلاغۇ دەيمەن
	Plural Dis-respectful	يېزىشقان بولغيدىڭ//يېزىشقانىدىڭغۇ دەيمەن// يېزىشۇىدىڭغۇ دەيمەن
3rd Person Type		يازغان بولغيدى//يازغانىدىغۇ دەيمەن// يېزىۋىدىغۇ دەيمەن

These forms have been constructed by *attaching the Past Tense Subjective Assessment Judgment Copula to the Perfect Participle or the Past Perfect predicate form of the Direct Statement Mood.*[111]

The negative form of the Subjective Assessment Mood's Past Perfect Tense is constructed on the basis of the negative form of the participle or of the Direct Statement Mood's Past Perfect Tense. For example:

يازمىغان بولغيدىم//يازمىغانىدىمغۇ دەيمەن//يازمىۋىدىمغۇ دەيمەن
I didn't think I had written

◊ — **The Objective Assessment Mood's Past Perfect Tense predicate form** (ئوبيېكتىپ مۆلچەر مەيلىدىكى پۈتكەن ئۆتكەن زامان خەۋەر شەكلى)
This has the same form as the Objective Assessment Mood's Simple Past Tense (See **pp. 326-7**).

2) Its Meaning and Usage

In whichever mood it may be, the predicate form of the verb's Past Perfect Tense indicates that the state brought about by the action existed before another related matter, or at a certain time in the past. For example:

خەت يازغانىدىم، ئۇزاق ئۆتمەي جاۋابى كەلدى.
The reply came not long after I had written.

خەت يازغانىكەنسەن، ۋاقتىدا جاۋاب يازالمىدىم.
You had written (a letter), but I wasn't able to reply in time.

From what I've heard, Tursun had written, but the reply never came. تۇرسۇن خەت **يېزىۋىكەنمىش،** جاۋابى كەلمەپتىمىش.

بۇ توغرۇلۇق مەن سىزگە **خەتمۇ يازغانىدىمغۇ دەيمەن.**
I think I had also written you a letter about this.

ئەخمەت بۇ خەتنى بۇرۇنلا **يېزىپ قويغان بولسا كېرەك.**
It looks as if Äkhmät had written this letter a long time ago.

[111] The first variant and a corrupted version of the second variant — يازغانتىمغۇ دەيمەن — are used in Kashgar.

مەن بۇ يەرنى ناخشا ـ ئۇسسۇل يۇرتى دەپ **ئاڭلىغانىدىم**، راست، شۇنداق ئىكەن.
I'd heard that this place was the homeland of song and dance, and it really is.

ئۇلار بۇ قېتىمقى تەنتەربىيە يىغىنىغا قاتنىشالماپتۇ، چۈنكى بۇ يىغىن ئېچىلغاندا ئۇلار پراكتىكىغا **كېتىۋېكەن**.
They were apparently unable to attend this sports meeting because they had gone for practical training when the meeting was held.

بۇ سائەتنى كىچىك ۋاقتىمدا مەن **بۇزۇپ قويغانىكەنمىشمەن**.
I apparently broke this clock when I was a child.

گۈللەر ئېچىلىپ قاپتۇ، بېرىپ كۆرىلى باغنى، **سەيلىنىغانىدۇق** بىزلەر، كۆپتىن بۇ گۈزەل چاغنى.
The flowers will have opened, let's go and see the garden.
For a long time we have missed this beautiful time.

ئۇ بىر ۋاراقىرىۋىدى، ھەممەيلەن جىملا بولۇپ قالدى.
After he had shouted they all suddenly became quiet.

زور ئۈمىد بىلەن **كەلگەن بولغىيدىكىز**، لېكىن مەن ياردەم قىلالمىدىم.
I believe you had come with great hopes, but I was unable to help.

ئۇلار كەلگەندە مەن مەكتەپكە **كەتكەن ئوخشايمەن**.
It looks as if I had gone to school when they came/I must have been at school ...

4. The Present (Imperfect) Tense Predicate Form

(پۈتمىگەن ھازىرقى زامان خەۋەر شەكلى)

1) Its Formation

◊ — **The Direct Statement Mood's Present (Imperfect) Tense predicate** (ۋاستىسىز بايان مەيلىدىكى پۈتمىگەن ھازىرقى زامان خەۋەر شەكلى)

This predicate form, which comprises two types — the 'ئا' form and the 'ئار' form — is produced according to the chart on the following page (p. 343).

The 'ئا' form was originally produced by attaching each personal form of the old '-تۇرۇر' Judgment Copula to the 'ئى' Adverbial form, but *these have now been condensed into their present condition.*

The Direct Statement Mood's Present (Imperfect) Tense

Person Type		'ئا' Type Examples	'ئار' Type Examples
1st	Singular	يازىمەن، سۆزلەيمەن	يازارمەن، سۆزلەرمەن
	Plural	يازىمىز، سۆزلەيمىز	يازارمىز، سۆزلەرمىز
2nd	Singular Ordinary	يازسەن، سۆزلەيسەن	يازارسەن، سۆزلەرسەن
	Sg. Refined	يازسىز، سۆزلەيسىز	يازارسىز، سۆزلەرسىز
	Sg. Respectful	يازىدىلا، سۆزلەيدىلا	يازارلا، سۆزلەرلا
	Plural Ordinary	يازسىلەر، سۆزلەيسىلەر	يازارسىلەر، سۆزلەرسىلەر
	Plural Respectful	يېزىشىدىلا، سۆزلىشىدىلا	يېزىشارلا، سۆزلىشەرلا
	Plural Dis-respectful	يېزىشسەن، سۆزلىشسەن	يېزىشارسەن، سۆزلىشەرسەن
3rd Person Type		يازىدۇ، سۆزلەيدۇ	يازار، سۆزلەر

Their negative form is based on the negative form of the adverbial.

For example:

I do not/will not write	يازمايمەن
I do not/will not speak	سۆزلىمەيمەن
you do not/will not write	يازمايسەن

you do not/will not speak سۆزلىمەيسەن
he does not/will not write يازمايدۇ
he does not/will not speak سۆزلىمەيدۇ

In the 3rd person type of the 'ئار' form, the 'ئار' form of the Imperfect Participle is used directly; in the 1st and 2nd person types, the 1st and 2nd person Present Tense forms of the Direct Judgment Copula have been attached directly to the 'ئار' form of the Imperfect Participle.

Their negative forms have been produced on the basis of the negative participle. For example:

I do not write/I will not write يازماسمەن
you do not write/you will not write يازماسسەن
he does not speak/he will not speak سۆزلىمەس

◊ — **The Indirect Statement Mood's Present (Imperfect) Tense predicate** (ۋاستىلىك بايان مەيلىدىكى پۈتمىگەن ھازىرقى زامان خەۋەر شەكلى)

This predicate form is produced according to the chart on the following page (p. 345).

These forms were originally produced by first of all attaching the old Judgment Copula 'تۇرۇر' to the 'ئا' Adverbial form of the verb and then adding the Indirect Judgment Copula.

Their negative form is produced on the basis of the negative form of the adverbial. For example:

(apparently) I do not/will not write يازمايدىكەنمەن
(apparently) you do not/will not write يازمايدىكەنسەن
(apparently) he does not/will not speak سۆزلىمەيدىكەن

◊ — **The Hearsay Statement Mood's Present (Imperfect) Tense predicate form**

(ئاڭلاتما بايان مەيلىدىكى پۈتمىگەن ھازىرقى زامان خەۋەر شەكلى)

This predicate form is produced according to the chart on p. 346. One of its forms (i) has been produced by *attaching the Present*

The Indirect Statement Mood's Present (Imperfect) Tense

Person Type		Examples
1st	Singular	يازىدىكەنمەن//سۆزلەيدىكەنمەن
	Plural	يازىدىكەنمىز//سۆزلەيدىكەنمىز
2nd	Sg. Ordinary	يازىدىكەنسەن//سۆزلەيدىكەنسەن
	Sg. Refined	يازىدىكەنسىز//سۆزلەيدىكەنسىز
	Sg. Respectful	يازىدىكەنلا//سۆزلەيدىكەنلا
	Pl. Ordinary	يازىدىكەنسىلەر//سۆزلەيدىكەنسىلەر
	Pl. Respectful	يېزىشىدىكەنلا//سۆزلىشىدىكەنلا
	Pl. Disrespectful	يېزىشىدىكەنسەن//سۆزلىشىدىكەنسەن
3rd Person Type		يازىدىكەن//سۆزلەيدىكەن

Tense 'دەك' form of the Hearsay Judgment Copula to the 'ـغۇ' Gerund* a second type (ii) has been produced by *attaching the Present Tense 'ئىمىش' form of the Hearsay Judgment Copula to the 'ئار' Participle*; and a third type (iii) has been produced by *attaching the 'ئىمىش' Auxiliary to the 'ئار' form of the Direct Statement Mood's Present (Imperfect) Tense predicate form.

Their negative forms are produced on the basis of the negative form of the gerund or participle. For example:

يازمىغۇدەكمەن//يازماسمىشمەن//يازماسمەنمىش
I supposedly do not/will not write

يازمغۇدەكسەن//يازماسمىشسەن//يازماسسەنمىش

they say you do not/will not write

I've heard that he does not/will not write يازمغۇدەك//يازماسمىش

The Present (Imperfect) Tense predicate form of the Hearsay Statement Mood may also be produced by *attaching the Present Tense 'ئىمىش'-type Hearsay Judgment Copula to 'تا' Adverbial verb stems which end in a vowel (and to which 'ي' has been added), including negative verb stems.* For example:

يازمايمىش سۆزلەيمىش سۆزلەيمىشسەن سۆزلەيمىشمەن

The Hearsay Statement Mood's Present (Imperfect) Tense

Person Type		Examples
1st	Singular	يازغۇدەكمەن//يازارمىشمەن//يازارمەنمىش
	Plural Type	يازغۇدەكمىز//يازارمىشمىز//يازارمىزمىش
2nd	Sg. Ordinary	يازغۇدەكسەن//يازارمىشسەن//يازارسەنمىش
	Sg. Refined	يازغۇدەكسىز//يازارمىشسىز//يازارسىزمىش
	Sg.Respectful	يازغۇدەكلا//يازارمىشلا//يازارلامىش
	Pl. Ordinary	يازغۇدەكسلەر//يازارمىشسلەر//يازارسلەرمىش
	Pl. Respectful	يېزىشقۇدەكلا//يېزىشارمىشلا//يېزىشارلامىش
	Plural Dis-respectful	يېزىشقۇدەكسەن//يېزىشارمىشسەن// يېزىشارسەنمىش
3rd Person Type		يازغۇدەك//يازارمىش

◊ — **The Subjective Assessment Mood's Present (Imperfect) Tense predicate form**

(سۇبيېكتىپ مۆلچەر مەيلىدىكى پۈتمىگەن ھازىرقى زامان خەۋەر شەكلى)

This predicate form is produced according to the following chart:

Person Type		Examples
1st	Singular	يازىدىغاندىمەن//يازىمەنغۇ دەيمەن
	Plural	يازىدىغاندىمىز//يازىمىزغۇ دەيمەن
2nd	Sg. Ordinary	يازىدىغانسەن//يازسەنغۇ دەيمەن
	Sg. Refined	يازىدىغانسىز//يازسىزغۇ دەيمەن
	Sg.Respectful	يازىدىغانلا//يازىدىلاغۇ دەيمەن
	Pl. Ordinary	يازىدىغانسلەر//يازسلەرغۇ دەيمەن
	Pl. Respectful	يېزىشدىغانلا//يېزىشدىلاغۇ دەيمەن
	Plural Dis-respectful	يېزىشدىغانسەن//يېزىشسەنغۇ دەيمەن
3rd Person Type		يازىدىغاندۇ//يازىدىغۇ دەيمەن

<u>One of these forms</u> (i) has been produced by *attaching the Present Tense 'دۇ' form of the Subjective Assessment Judgment Copula to the Imperfect Participial* (غان) *form of the verb*. <u>A second type</u> (ii) has been constructed by *attaching the 'ـغۇ دەيمەن' Copula to the Present Tense predicate form of the Direct Statement Mood.*[112]

[112] Both variants are used in Kashgar.

Their negative forms are produced on the basis of the participle or adverbial. For example:

I don't think I write/will write يازمايدىغاندىمەن//يازمايمەنغۇ دەيمەن
I don't think you write/will write يازمايدىغانسەن//يازمايسەنغۇ دەيمەن
I don't think he writes/will write يازمايدىغاندۇ//يازمايدىغۇ دەيمەن

◊ — **The Objective Assessment Mood's Present (Imperfect) Tense[113] predicate form**

(ئوبيېكتىپ مۇلچەر مەيلىدىكى پۈتمىگەن ھازىرقى زامان خەۋەر شەكلى)

This predicate form is produced according to the chart on the following page (p. 349).

2) Its Meaning and Usage

In whichever mood the Present (Imperfect) Tense predicate form of the verb may be, it indicates the present existence of the state of an action that always occurs, or will occur later. Such actions as the following belong to this tense:

(i) Actions that always happen according to objective laws and logic. For example:

The sun rises in the east. كۈن شەرقتىن چىقىدۇ.
Water boils at one hundred degrees Celsius. سۇ يۈز گرادۇستا قاينايدۇ.
بۇ يەردە قىشتا مۇز توڭلمايمىش.
They say it doesn't freeze here in the winter.
It must rain a lot here. بۇ يەردە يامغۇر ياغسا كېرەك.
A friend makes you weep when he speaks, an enemy makes you laugh. دوست يىغلىتىپ ئېيتار، دۈشمەن كۈلدۈرۈپ.

(ii) Actions that express temperament or have become habits. e.g.:

مەن تاماكا چەكمەيمەن، سىز بەك كۆپ چېكىدىكەنسىز.
I don't smoke, but you (apparently) smoke a great deal.

[113] This is also used for the Past Imperfect Tense Objective Assessment Mood predicate form. The first variant is used in Kashgar.

The Objective Assessment Mood's Present (Imperfect) Tense

Person Type		Examples
1st	Singular	يازىدىغان ئوخشايمەن//يازسام كېرەك// يازىدىغان چېغىمبا
	Plural	يازىدىغان ئوخشايمىز//يازساق كېرەك// يازىدىغان چېغىمىزۇا
2nd	Singular Ordinary	يازىدىغان ئوخشايسەن//يازساڭ كېرەك// يازىدىغان چېغىڭۇا
	Singular Refined	يازىدىغان ئوخشايسىز//يازسىڭىز كېرەك// يازىدىغان چېغىڭىزۇا
	Singular Respectful	يازىدىغان ئوخشايلا//يازسىلا كېرەك// يازىدىغان چېغىلىرىۇا
	Plural Ordinary	يازىدىغان ئوخشايسىلەر//يازساڭلار كېرەك// يازىدىغان چېغىڭلارۇا
	Pl. Respectful	يېزىشىدىغان ئوخشايلا//يېزىشسىلا كېرەك// يېزىشىدىغان چېغىلىرىۇا
	Plural Dis-respectful	يېزىشىدىغان ئوخشايسەن//يېزىشساڭ كېرەك// يېزىشىدىغان چېغىڭۇا
3rd Person Type		يازىدىغان ئوخشايدۇ//يازسا كېرەك// يازىدىغان چېغى(ۇا)

He does physical exercise every day. ئۇ ھەر كۈنى تەنتەربىيە قىلىدۇ.

ئۇ بىر ئىشقا ئاسانلا ئاچچىقلايدىكەن.

He apparently easily gets angry at things.

ئۇ لازا پېمىگۈدەك، سىز يەيدىغانسىز (يەيسىزغۇ دەيمەن).

He doesn't eat chilli, so they say, but I think you eat it.

شۇنىڭ ئۈچۈن ئەبىلغازىلارنىڭ «قاۋانلىق»قا بولغان غەزىپى ھەممىدىن كۈچلۈك، «قاۋانلىقنى ئۈزۈل ـ كېسىل قۇرۇتۇش» توغرىسىدا، ئۇيقۇسى كەلمەيدۇ، يۈرىكى ھاياجاندىن تېز ـ تېز سوقىدۇ، پۈتۈن ۋۇجۇدىدا بىر ئوت يالقۇنجايدۇ. (ز. سابىر)

Therefore the anger of Äbilghazi's family towards the 'Ḳawanlik' becomes stronger than anything; they are unable to sleep for thinking about 'completely destroying the Ḳawanlik', their hearts beat rapidly from excitement and a fire blazes in the whole of their beings. (Z. Sabir)

(iii) Actions which express character, special characteristics, capability, etc. For example:

بۇ ماشىنا سائىتىگە 100 كىلومېتىر يول باسقۇدەك.

This vehicle supposedly travels at 100 km/hr.

ئۇ خەنزۇچىنى مەندىن ياخشى سۆزلەيدىكەن.

He apparently speaks Chinese better than me (... than I [do]).

I can't run as fast as you. مەن سىزچىلىك يۈگۈرەلمەيمەن.

A hero never goes back on his word; a tiger (never goes back) on his tracks. مەرت [مەرد] سۆزىدىن قايتماس، يولۋاس ئىزىدىن. (ماقال)

I believe he sings well. ئۇ ناخشىنى ياخشى ئېيتىدىغۇ دەيمەن.

(iv) Actions which indicate a profession or daily activity. For example:

He works in a steel factory. ئۇ پولات زاۋۇتىدا ئىشلەيدۇ.

I study at Xinjiang University. مەن شىنجاڭ داشۆدە ئوقۇيمەن.

ئۇ داشۆدە تارىختىن دەرس بەرگۈدەك.

They say he teaches history at university.

I am a driver, I drive a lorry. مەن شوپۇر، ماشىنا ھەيدەيمەن.

(v) Actions which always happen according to rule. For example:

69 ـ قېتىملىق پويىز سائەت 12 دىن 50 مىنۇت ئۆتكەندە ماڭىدۇ.

The number 69 train goes at 12.50.

بىز ھەر كۈنى تۆت سائەت دەرس ئوقۇيمىز.

We study for four hours every day.

بۇ يەردە دۇكانلار سائەت سەككىزدىلا ئېچىلىدىكەن.

Apparently the shops here open at eight o'clock.

(vi) Actions which it has been decided will happen, or which will definitely happen according to logic. For Example:

بۇ مەۋسۇمدا ئۈچ دەرستىن ئىمتىھان ئالغۇدەك.

This term they'll give exams in three subjects, so they say.

مەن بۇ مەۋسۇمدا ئۆيگە قايتمايمەن، قاسىممۇ قايتمىغۇدەك.

I won't return home this semester and neither will Ḳasim (return home), so I've heard.

بۇ پىكىرىڭ خاتا، ئۇ ئەلۋەتتە قوشۇلمايدۇ.

Your opinion is wrong, he definitely won't agree with it.

(vii) Actions which indicate determination or which the speaker considers will occur. For example:

I'm certainly going to study hard. مەن چوقۇم تىرىشىپ ئوقۇيمەن.

بىز بۇ قىيىنچىلىقلارنى يېڭىپ كېتەلەيمىز.

We can overcome these difficulties.

مېنىڭ قارىشىمچە، ئۇ ئىمتىھاندىن ئۆتەلمەيدىغان ئوخشايدۇ.

In my opinion, it doesn't look as if he will pass the examination.

There are other places in which the predicate forms of the (Imperfect) Present Tense are used in special ways. These are as follows:

(1) In stage scripts, the way in which characters perform actions is indicated in the Present Tense Predicate form of the Direct Statement Mood. For example:

غۇنچەم: مەيلى، چېلىڭ، ئويناپمەن (نۇر دۇتار **چالىدۇ**، غۇنچەم ئۇسسۇل **ئويناپىدۇ**). (ز. قادىر)

Ghunchäm: Okay. You play and I'll dance.

(Nur plays the dutar and Ghunchäm dances.)

(2) In the narration of the plot in literary works, the Present Tense predicate form of the Direct or Indirect Statement Mood is used. For example:

بۇ كىنو مۇنداق **ئاخىرلىشىدۇ (ئاخىرلىشىدىكەن)**، پارتىزانلار ھەممە يەرگە مىنا **كۆمۈپ تاشلايدۇ (تاشلايدىكەن)**، دۈشمەن كەنتكە كىرىش بىلەن ھەممە تەرەپتىن مىنا **پارتلايدۇ (پارتلايدىكەن)**، دۈشمەن ئەسكەرلىرىنىڭ تولىسى **ئۆلۈپ تۈگەيدۇ (تۈگەيدىكەن)**، قالغانلىرى ئەسىرگە **چۈشىدۇ (چۈشىدىكەن)**.

The film (apparently) ends like this: the partisans lay mines everywhere and when the enemy enter the village mines explode on all sides; many of the enemy soldiers die and those that remain are captured.

(3) When narrating from beginning to end some event which he has learned about indirectly, it makes no difference whether the speaker uses the Present Tense predicate form of the Direct Statement Mood or the Indirect Statement Mood. For example:

ۋەقە مانا مۇنداق ئىكەن: تۇرسۇن ۋېلىسىپىت بىلەن ئىشقا كېتىۋاتسا، بىر يۇك ماشىنىسى يولنىڭ چېتىدە كېتىۋاتقان بىر بوۋاينى **سوقۇۋېتىدۇ (سوقۇۋېتىدىكەن)**، تۇرسۇن دەرھال ۋېلىسىپىتتىن چۈشۈپ بوۋاينى **يۆلەيدۇ (يۆلەيدىكەن)**، ئاڭغىچە كوچىدىكىلەر ماشىنىنى **توسايدۇ (توسايدىكەن)**، لېكىن ماشىنا توختىماي **قاچىدۇ (قاچىدىكەن)**، تۇرسۇن بوۋاينى باشقىلارغا تاپشۇرۇپ ئۆزى ۋېلىسىپىت بىلەن ماشىنىنى **قوغلايدۇ (قوغلايدىكەن)** ...

The incident (apparently) happened like this: as Tursun is going to work on his bicycle, a lorry hits an old man who is going along the side of the road; Tursun immediately gets off his bicycle and helps the old man. The people in the street who are aware of what is happening obstruct the vehicle, but it escapes without stopping. Tursun entrusts the old man to others and chases the lorry by bike ...

(4) In literary works, when relating actions which take place before the occurrence of a certain event, the writer may use the Present Tense predicate form of the Direct Statement Mood. For example:

... ئۇچقان قار پارچىلىرى يىلاندەك **كۆشۈلدايدۇ**، شاخلار **چىقىرايدۇ، ھۆۋلايدۇ**، ئاللىقايەرلەردىن گۈلدۈرلىگەن، شارقىرىغان، قاراسلىغان ئاۋازلار **كېلىدۇ**. (ز. سابىر)

Flying fragments of snow hiss like snakes, branches scream and howl and from somewhere come sounds of rumbling, gushing and cracking. (Z. Sabir)

(5) The routine activities of characters in fairy tales are generally related in the Present Tense predicate form of the Indirect Statement Mood. (It is also possible to relate the actions which they have performed in the *Past* Imperfect Tense predicate form of the Indirect Statement Mood.) For example:

بۇرۇنقى زاماندا بىر بېلىقچى بوۋاي بولغانىكەن، ئۇ ئۆزىنىڭ كەمپىرى بىلەن دېڭىز بويىدا **ياشايدىكەن**، ھەر كۈنى دېڭىزدىن بېلىق تۇتۇپ شۇنىڭ بىلەن **تىرىكچىلىك قىلىدىكەن**، ئۇ بىر كۈنى دېڭىزغا تور تاشلىسا، بىر ئالتۇن بېلىق تورغا **چۈشۈپ قالىدىكەن**، بوۋاي خۇشال بولۇپ بېلىقنى قولىغا ئالغاندا، بېلىق خۇددى ئادەمدەك **سۆزلەشكە باشلايدىكەن** ...

Once upon a time there was an old fisherman. He lives with his old wife beside the sea. Every day he catches fish from the sea and thereby he makes a living. One day, when he casts his net into the sea, a golden fish drops into the net. When the old man joyfully takes the fish into his hands, it begins to speak just like a human being ...

(6) The Present Tense predicate form of the Indirect Statement Mood may sometimes function as the predicate of a Subordinate Hypothesis Clause. For example:

تىرىشمايدىكەنسەن، جەزمەن ئارقىدا قالسەن.

If you don't make an effort, you will certainly fall behind.

دۈشمەن بىزگە **چېقىلىدىكەن**، جەزمەن ئۇنىڭ ئەدىبىنى بېرىمىز.

If the enemy provoke us, we will certainly teach them a lesson.

(7) The 'ئار'-type Present Tense predicate form of the Direct Statement Mood is used, in the same sense as the Present Tense Direct Statement Mood, but only in poems and sayings.[114] For example:

[114] This form may also be used in speech for future events that it is hoped will take place.

Drop by drop a lake is formed. تاما-تاما كۆل بولار. (ماقال)
ئېسىلارمەن ملتىق ئېتىپ تاۋلانغان قولغا،
يېپىشارمەن بايراق بىلەن ئالغا ئاتلىغان يولغا.
كۆرەش بايراۋىندا هارماسمەن ئەسلا،
يېڭىش بىلەن كېلىپ چىقمىز كەڭ غالىب يولغا. (ل. مۇتەللىپ)

I will hang on to the hand which is practised in firing a rifle,
I will cling closely to the way which strides forward with the flag.
In the wilderness of battle I will not tire at all,
Since we have come by overcoming, we will leave by the wide road of victory. (L. Mutällip)

5. The Past Imperfect Tense Predicate Form

(پۈتمىگەن ئۆتكەن زامان خەۋەر شەكلى)

1) Its Formation

◊ — **The Direct Statement Mood's Past Imperfect Tense predicate form** (ۋاستىسىز بايان مەيلىدىكى پۈتمىگەن ئۆتكەن زامان خەۋەر شەكلى)
This predicate form is produced according to the chart on the following page (p. 355).

The first of the variants (i) has been produced by the *attachment of the Past Tense form of the Direct Judgment Copula to the* 'ئا' *Adverbial form of the verb* and, as a result of phonetic change, the present form has been arrived at.[115]

Its negative form is produced on the basis of the 'ئا' adverbial. e.g.:

I didn't use to write/I used not to write يازمايتتىم
you didn't use to write/you used not to write يازمايتتىڭ
he/she/they didn't use to write; he/she/they used not to write يازمايتتى

The second variant (ii) has been produced by *attaching the Past Tense form of the Direct Judgment Copula to the* 'ئار' *Participle.*

[115] A corrupted form of the first variant — يازتىم — is used in Kashgar.

The Direct Statement Mood's Past Imperfect Tense

Person Type		Examples
1st	Singular	يازاتتىم//يازاردىم//يازىدىغاندىم
	Plural	يازاتتۇق//يازاردۇق//يازىدىغاندۇق
2nd	Sg. Ordinary	يازاتتىڭ//يازاردىڭ//يازىدىغاندىڭ
	Sg. Refined	يازاتتىڭىز//يازاردىڭىز//يازىدىغاندىڭىز
	Sg.Respectful	يازاتتىلا//يازاردىلە//يازىدىغاندىلە
	Pl. Ordinary	يازاتتىڭلار//يازاردىڭلار//يازىدىغاندىڭلار
	Pl. Respectful	يېزىشاتتىلا//يېزىشاردىلە//يېزىشىدىغاندىلە
	Plural Dis-respectful	يېزىشاتتىڭ//يېزىشاردىڭ//يېزىشىدىغاندىڭ
3rd Person Type		يازاتتى//يازاردى//يازىدىغاندى

Its negative form is produced on the basis of the negative form of the participle. For example:

يازمايدىغاندى يازماسسىڭ يازماسسىم

The third variant (iii) has been produced by *attaching the Past Tense form of the Direct Judgment Copula to the* 'غان'*-type Imperfect Participle.* Sometimes the Judgment Copula may be omitted.

Its negative form is produced on the basis of the negative form of the participle. For example:

يازمايدىغاندى يازمايدىغاندىڭ يازمايدىغاندىم

◊ — **The Indirect Statement Mood's Past Imperfect Tense predicate form** (ۋاستىلىك بايان مەيلىدىكى پۈتمىگەن ئۆتكەن زامان خەۋەر شەكلى) **This predicate form is produced according to the following chart:**

Person Type		Examples
1st	Singular	يازىدىكەنمەن//يازىدىغانىكەنمەن//يازاركەنمەن
	Plural	يازىدىكەنمىز//يازىدىغانىكەنمىز//يازاركەنمىز
2nd	Sg. Ordinary	يازىدىكەنسەن//يازىدىغانىكەنسەن//يازاركەنسەن
	Sg. Refined	يازىدىكەنسىز//يازىدىغانىكەنسىز//يازاركەنسىز
	Sg.Respectful	يازىدىكەنلا//يازىدىغانىكەنلا//يازاركەنلا
	Plural Ordinary	يازىدىكەنسىلەر//يازىدىغانىكەنسىلەر// يازاركەنسىلەر
	Pl. Respectful	يېزىشىدىكەنلا//يېزىشىدىغانىكەنلا//يېزىشاركەنلا
	Plural Dis-respectful	يېزىشىدىكەنسەن//يېزىشىدىغانىكەنسەن// يېزىشاركەنسەن
3rd Person Type		يازىدىكەن//يازىدىغانىكەن//يازاركەن

The first of these variants (i) has the same form as the Present Tense predicate form of the Indirect Statement Mood.[116]

The second and third variants (ii), (iii) have been produced by *attaching the Indirect Judgment Copula to the Imperfect Participial forms.*

[116] The first variant is used in Kashgar.

Their negative forms have been produced on the basis of the negative form of the participle(s). For example:

يازمايدىغانىدىم//يازماسىدىم

Apparently I didn't use to write/... used not to write

◊ — **The Hearsay Statement Mood's Past Imperfect Tense predicate form** (ئاڭلاتما بايان مەيلىدىكى پۈتمىگەن ئۆتكەن زامان خەۋەر شەكلى) **This predicate form is produced according to the chart on the following page (p. 358).**

The first and second of the variants (i), (ii) have been produced by *attaching the Past Tense form of the Hearsay Judgment Copula to the Imperfect Participial forms.*

Their negative forms are produced on the basis of the negative form of the participle(s). For example:

I supposedly didn't write — يازمايدىغانىكەنمىشمەن

they say I didn't write — يازماسكەنمىشمەن

The third of the variants (iii) has been produced by first *attaching the 'تۇرۇر' Copula and then the Hearsay Judgment Copula to the 'ئا' Adverbial form of the verb.* It has been condensed into its present-day condition.[117]

Its negative form is produced on the basis of the negative form of the adverbial. For example:

سۆزلىمەيدىكەنمىشسەن — يازمايدىكەنمىشمەن

◊ — **The Subjective Assessment Mood's Past Imperfect Tense predicate form**

(سۇبيېكتىپ مۆلچەر مەيلىدىكى پۈتمىگەن ئۆتكەن زامان خەۋەر شەكلى)

This predicate form is produced according to the chart on p. 359:

The first of its variants (i) has been produced by *attaching the Past Tense Subjective Assessment Judgment Copula to the Imperfect Participle.*

[117] The third variant is used in Kashgar.

Its <u>negative form</u> is constructed on the basis of the negative form of the participle. For example:

I don't think I used to write يازمايدىغان بولغيدىم

<u>The Hearsay Statement Mood's Past Imperfect Tense</u>

Person Type		Examples
1st	Singular	يازىدىغانكەنمىشمەن//يازاربكەنمىشمەن// يازىدىكەنمىشمەن
	Plural	يازىدىغانكەنمىشمىز//يازاربكەنمىشمىز// يازىدىكەنمىشمىز
2nd	Singular Ordinary	يازىدىغانكەنمىشسەن//يازاربكەنمىشسەن// يازىدىكەنمىشسەن
	Singular Refined	يازىدىغانكەنمىشسىز//يازاربكەنمىشسىز// يازىدىكەنمىشسىز
	Singular Respectful	يازىدىغانكەنمىشلا//يازاربكەنمىشلا// يازىدىكەنمىشلا
	Plural Ordinary	يازىدىغانكەنمىشسلەر//يازاربكەنمىشسلەر// يازىدىكەنمىشسلەر
	Plural Respectful	يېزىشىدىغانكەنمىشلا//يېزىشاربكەنمىشلا// يېزىشىدىكەنمىشلا
	Plural Dis-respectful	يېزىشىدىغانكەنمىشسەن//يېزىشاربكەنمىشسەن// يېزىشىدىكەنمىشسەن
3rd Person Type		يازىدىغانكەنمىش//يازاربكەنمىش//يازىدىكەنمىش

<u>The Subjective Assessment Mood's Past Imperfect Tense</u>

Person Type		Examples
1st	Singular	[118]يازىدىغان بولغيدىم//يازاتتىمغۇ دەيمەن// يازاردىمغۇ دەيمەن
	Plural	يازىدىغان بولغيدۇق//يازاتتۇققۇ دەيمەن// يازاردۇققۇ دەيمەن
2nd	Singular Ordinary	يازىدىغان بولغيدىك//يازاتتىڭغۇ دەيمەن// يازاردىڭغۇ دەيمەن
	Singular Refined	يازىدىغان بولغيدىڭىز//يازاتتىڭىزغۇ دەيمەن// يازاردىڭىزغۇ دەيمەن
	Singular Respectful	يازىدىغان بولغيدىلا//يازاتتىلاغۇ دەيمەن// يازاردىلەغۇ دەيمەن
	Plural Ordinary	يازىدىغان بولغيدىڭلار//يازاتتىڭلارغۇ دەيمەن// يازاردىڭلارغۇ دەيمەن
	Plural Respectful	يېزىشىدىغان بولغيدىلا//يېزىشاتتىلاغۇ دەيمەن// يېزىشاردىلەغۇ دەيمەن
	Plural Dis-respectful	يېزىشىدىغان بولغيدىك//يېزىشاتتىڭغۇ دەيمەن// يېزىشاردىڭغۇ دەيمەن
3rd Person Type		يازىدىغان بولغيدى//يازاتتىغۇ دەيمەن// يازاردىغۇ دەيمەن

[118] The first variant is used in Kashgar.

The second and third variants (ii), (iii) have been constructed by *attaching* 'ـغۇ دەيمەن' *to the Imperfect Past Tense predicate form of the Direct Statement Mood.*

Their negative forms are constructed on the basis of the negative form of the 'ئا' Adverbial and the negative form of the 'ئار' Participle respectively. For example:

يازمايتتىمغۇ دەيمەن//يازماسدىمغۇ دەيمەن

◊ — **The Objective Assessment Mood's Past Imperfect Tense predicate form**

(ئوبيېكتىپ مۆلچەر مەيلىدىكى پۈتمىگەن ئۆتكەن زامان خەۋەر شەكلى)

This predicate form is the same as the Present (Imperfect) Tense predicate form of the Objective Assessment Mood. (See **p. 349**)

2) It's Meaning and Usage

In whichever mood it occurs, the predicate form of the Past Imperfect Tense indicates that a state in which an action occurs regularly or will occur later, has come into existence in the past, or before a certain related matter. To be specific, this type of predicate form is used as follows:

(1) It indicates that a matter or an action happened continuously at a certain time in the past. When it occurs in this sense, only the non-'ئار' participial variants are used. For example:

مەن ئۇ چاغدا ئوتتۇرا مەكتەپتە **ئوقۇيتاتتىم (ئوقۇيدىغانىدىم//ئوقۇيدىغان)**، ئەخمەتجان ئاكىسى بىزگە تىل ـ ئەدەبىيات **بېرەتتى (بېرىدىغانىدى//بېرىدىغان)**، بىز ئۇنىڭ دەرسىنى ناھايىتى قىزىقىپ **ئاڭلايتاتتۇق (ئاڭلايدىغانىدۇق//ئاڭلايدىغان)**.

At that time I was at middle school. Äkhmät's older brother used to teach us language and literature and we used to listen with great interest.

ئۇلار ئۇ چاغدا **تونۇشمايدىكەن (تونۇشمايدىغانىكەن)**، كېيىن تونۇشۇپتۇ.

At that time they apparently didn't know each other, but later they became acquainted.

ئۇ بۇرۇن كاندا **ئىشلەيدىكەنمىش (ئىشلەيدىغانىكەنمىش)**.

They say he used to work in a mine before.

ھەر يىلى بۇ كەمىلەردە كۈن ئوتتەك **قىزىپ كېتەتتى (كېتىدىغان// كېتىدىغانىدى)**، بۇ يىل خېلى سالقىن بولۇۋاتىدۇ.

Every year at around this time the sun always used to become as hot as fire, but this year it's quite cool.

مەن كىچىكىمدە مۇشۇ قاچىدا تاماق **يەيدىكەنمىشمەن (يەيدىغانىكەنمىشمەن)**.

They say I used to eat food from this bowl when I was a child.

سىز بۇ مەكتەپكە كەلمەستە خەنزۇچىنى **بىلمەيدىغان بولغىيدىڭىز؟**

Am I right in thinking you didn't know Chinese before you came to this school?

78 ـ يىللاردا سىز ئوقۇتقۇچىلىق **قىلاتتىڭىزغۇ دەيمەن.**

I think you were teaching around the year 1978.

(2) It indicates an intention, plan or agreement about carrying out an action prior to a certain matter. When it occurs in this sense, variants are used which are produced on the basis of the 'ئا' adverbial. For example:

ئۆزۈممۇ ئۈرۈمچىگە **باراتتىم**، شۇڭا ئۇلار بىلەن بىللە ماڭدىم.

I had planned to go to Urumqi too, so I travelled with them.

مەن ئۇ كۈنى دەرسكە **كىرەتتىم**، چاقىرساڭلارمۇ **بارالمايتتىم.**

I had planned to go to class that day, so I couldn't have gone even if you'd invited me.

تۇرسۇنلار **قايتىپ كېلەتتى**، مەن شۇلارنى كۈتۈۋېلىشقا بارغانىدىم.

Tursun's family had arranged to come back, and I had gone to meet them.

كۈتۈپ تۇرساق بىر ماشىنا كەلدى، سورىساق، **شەھەرگە كىرىدىكەن**، ئاران دېگەندە شوپۇرنىكۆندۈرۈپ ماشىنىغا چىقىۋالدۇق.

While we were waiting a lorry came along and we asked if he was going into town. We managed, with difficulty, to persuade the driver, and climbed into the vehicle.

(3) It indicates a conjecture or wish that a certain matter would take place which has not taken place, or will clearly not take place. When it occurs in this sense, forms produced on the basis of the 'ئا' adverbial or the 'ئار' participle are used. For example:

چاقىرغان بولساڭلار كېلەتتىم (كېلەردىم).

If you had invited me, I would have come.

يەنە بەش مىنۇت كېچىكسەڭلار، ئۇلگۈرەلمەسسىدىڭلار (ئۇلگۈرەلمەيتتىڭلار).

If you'd arrived five minutes later, you couldn't have made it.

ئىمكانىيەت بولسا، بۇ يىغىنغا مەنمۇ قاتنىشاردىم (قاتنىشاتتىم).

If it had been possible, I would have attended the meeting too.

يۈگۈرمىسەك كېچىكىپ قالاركەنمىز (قالىدىكەنمىز).

If we hadn't run, we (apparently) would have been late.

ئادەم ئەۋەتمىسەك كەلمەيتتىڭىزغۇ دەيمەن (كەلمەسىدىڭىزغۇ دەيمەن).

I don't think you would have come if we hadn't sent someone.

ئۇ بولمىسا، بىز ئامالسىز قالاركەنمىشمىز (قالىدىكەنمىشمىز).

If it hadn't been for him, we supposedly would have been helpless.

مۇشۇ پۈتلىكاشاڭلار بولمىسا، بىز تېخىمۇ زور نەتىجىلەرنى قولغا كەلتۈرگەن بولاتتۇق (بولاردۇق).

If it hadn't been for these obstacles, we would have achieved even greater results.

(4) When the writer of a literary work is relating certain things which were happening before or at the time of an event, he basically uses the form of the direct indicative mood which is produced on the basis of the 'ئا' adverbial. For example:

چەكسىز كەتكەن قومۇشلۇق سەھەردە باشلىنىدىغان ئاۋرال شامىلىدىن دېڭىزدەك دولقۇنلىناتتى. نەلەردىدۇ ياۋا چوشقىلار خارتىلداياتتى. ئۈركۈگەن ياۋا غازلار غاقىلداياتتى، قىرغاۋۇل خورىزى چىللايتتى. ئەبلغازى ... قاراسۇنى ياقىلاپ مېڭىۋەردى. (ز. سابىر)

The endless reed marsh rolled like the sea from the Avral wind which begins in the early morning. Somewhere or other wild boars snorted. Startled wild geese cried. A cock pheasant crowed. Äbilghazi ... keeping close to the Karasu River, continued walking. (Z. Sabir)

ئەبلغازى كاڭدا سۇنايلىنىپ ئۇزاق ياتتى. ئاسىم بىلەن ئۆز خىيالىدا تالىشىشنى داۋاملاشتۇردى. ئۇ ... ئارىلاپ ـ ئارىلاپ ئۆچۈشكە باشلىغان تاماكىسىنى تارتىپ قويياتتى، كۆكۈش ئىس شالاڭ، سارغايغان چىشلىرى ئارىسىدىن ۋە بۇرنىنىڭ تۆشۈكىدىن ئېرىنچەكلىك بىلەن چىقاتتى ...

Äbilghazi lay stretched out for a long time on the kang. In his mind he continued an argument with Asim. Occasionally he took a drag at his cigarette which had begun to go out. He lazily emitted blue smoke from between his thin, yellowed teeth and from his nostrils ... (Z. Sabir) (ز.سابىر)

6. The Present Continuous Tense Predicate Form

(ئىزچىل ھازىرقى زامان خەۋەر شەكلى)

1) Its Formation

◊ — **The Direct Statement Mood's Present Continuous Tense predicate form**

(ۋاستىسىز بايان مەيلىدىكى ئىزچىل ھازىرقى زامان خەۋەر شەكلى)

This form is produced according to the chart on the following page (p. 364).

The forms are produced on the basis of the 'ئا' Adverbial form of the verb, or the 'ئا' Adverbial form of the stative verb, in the same way as the 'ئا' form of the Present (Imperfect) Tense predicate form of the Indirect Statement Mood.

There is yet another type of the Present Continuous Tense predicate form of the Direct Statement Mood. This type is produced by *attaching the locative case suffix and the present tense form of the Direct Judgment Copula to the* 'ماق' *gerundal form of the verb.* (The 3rd person form of the Judgment Copula is not used.) e.g.:

I am writing	يازماقتىمەن
we are writing	يازماقتىمىز
you are writing (sg. ordinary)	يازماقتىسەن
you are writing	يازماقتىسىز
you are writing	يازماقتىسلەر
he/she is writing/they are writing	يازماقتا

The Direct Statement Mood's Present Continuous Tense

Person Type		Examples
1st	Singular	يېزىۋاتىمەن، يېزىپ ئولتۇرىمەن، ئوقۇپ ياتىمەن، كۆتۈپ تۇرىمەن، كۆرۈپ يۈرىمەن، ياتىمەن[119]
	Plural	يېزىۋاتىمىز، يېزىپ ئولتۇرىمىز، ئوقۇپ ياتىمىز، كۆتۈپ تۇرىمىز، كۆرۈپ يۈرىمىز، ئولتۇرىمىز
2nd	Singular Ordinary	يېزىۋاتسەن، يېزىپ ئولتۇرسەن، ئوقۇپ ياتسەن، كۆتۈپ تۇرسەن، كۆرۈپ يۈرسەن، تۇرسەن
	Singular Refined	يېزىۋاتسىز، يېزىپ ئولتۇرسىز، ئوقۇپ ياتسىز، كۆتۈپ تۇرسىز، كۆرۈپ يۈرسىز، يۈرسىز
	Singular Respectful	يېزىۋاتىدىلا، يېزىپ ئولتۇرىدىلا، ئوقۇپ ياتىدىلا، كۆتۈپ تۇرىدىلا، كۆرۈپ يۈرىدىلا، ياتىدىلا
	Plural Ordinary	يېزىۋاتسىلەر، يېزىپ ئولتۇرسىلەر، ئوقۇپ ياتسىلەر، كۆتۈپ تۇرسىلەر، كۆرۈپ يۈرسىلەر، ئولتۇرسىلەر
	Plural Respectful	يېزىشۋاتىدىلا، يېزىپ ئولتۇرۇشىدىلا، ئوقۇپ يېتىشىدىلا، كۆتۈپ تۇرۇشىدىلا، كۆرۈپ يۈرۇشىدىلا، تۇرۇشىدىلا
	Pl. Dis-respectful	يېزىشۋاتسەن، يېزىپ ئولتۇرۇشسەن، ئوقۇپ يېتىشسەن، كۆتۈپ تۇرۇشسەن، كۆرۈپ يۈرۇشسەن، يۈرۇشسەن
3rd Person Type		يېزىۋاتىدۇ، يېزىپ ئولتۇرىدۇ، ئوقۇپ ياتىدۇ، كۆتۈپ تۇرىدۇ، كۆرۈپ يۈرىدۇ، ياتىدۇ

[119] All these variants are used in Kashgar but, for the respectful type, the forms 'يېزىۋاتلا', 'يېزىشۋاتلا', etc. are used in place of 'يېزىۋاتىدىلا', 'يېزىشۋاتىدىلا', etc.

◊ — The Indirect Statement Mood's Present Continuous Tense

predicate (ۋاستىلىك بايان مەيلىدىكى ئىزچىل ھازىرقى زامان خەۋەر شەكلى)

This form is produced according to the following chart:

Person Type		Examples
1st	Singular	يېزىۋېتىپتىمەن، يېزىپ ئولتۇرۇپتىمەن، ئوقۇپ يېتىپتىمەن، كۆتۈپ تۇرۇپتىمەن، كۆرۈپ يۈرۇپتىمەن، يېتىپتىمەن[120]
	Plural	يېزىۋېتىپتىمىز، يېزىپ ئولتۇرۇپتىمىز، ئوقۇپ يېتىپتىمىز، كۆتۈپ تۇرۇپتىمىز، كۆرۈپ يۈرۇپتىمىز، ئولتۇرۇپتىمىز
2nd	Singular Ordinary	يېزىۋېتىپسەن، يېزىپ ئولتۇرۇپسەن، ئوقۇپ يېتىپسەن، كۆتۈپ تۇرۇپسەن، كۆرۈپ يۈرۇپسەن، تۇرۇپسەن
	Singular Refined	يېزىۋېتىپسىز، يېزىپ ئولتۇرۇپسىز، ئوقۇپ يېتىپسىز، كۆتۈپ تۇرۇپسىز، كۆرۈپ يۈرۇپسىز، يۈرۇپسىز
	Singular Respectful	يېزىۋېتىپتىلا، يېزىپ ئولتۇرۇپتىلا، ئوقۇپ يېتىپتىلا، كۆتۈپ تۇرۇپتىلا، كۆرۈپ يۈرۇپتىلا، يېتىپتىلا
	Plural Ordinary	يېزىۋېتىپسىلەر، يېزىپ ئولتۇرۇپسىلەر، ئوقۇپ يېتىپسىلەر، كۆتۈپ تۇرۇپسىلەر، كۆرۈپ يۈرۇپسىلەر، ئولتۇرۇپسىلەر
	Plural Respectful	يېزىۋېتىشىپتىلا، يېزىپ ئولتۇرۇشۇپتىلا، ئوقۇپ يېتىشىپتىلا، كۆتۈپ تۇرۇشۇپتىلا، كۆرۈپ يۈرۇشۇپتىلا، تۇرۇشۇپتىلا

[120] All these variants are used in Kashgar but, for the respectful type, the forms 'يېزىۋېتىپتىلا', 'يېزىۋېتىشىپلا', etc. are used in place of 'يېزىۋېتىپتىلا', 'يېزىۋېتىشىپتىلا', etc.

The Indirect Statement Mood's Present Continuous Tense (cont.)

Person Type		Examples
2nd	Plural Dis-respectful	يېزىۋاتىسىپسەن، يېزىپ ئولتۇرۇشۇپسەن، ئوقۇپ يېتىشىپسەن، كۆتۈپ تۇرۇشۇپسەن، كۆرۈپ يۈرۈشۈپسەن، يۈرۈشۈپسەن
3rd Person Type		يېزىۋاتىپتۇ، يېزىپ ئولتۇرۇپتۇ، ئوقۇپ يېتىپتۇ، كۆتۈپ تۇرۇپتۇ، كۆرۈپ يۈرۈپتۇ، يۈرۈپتۇ

These forms have been produced, in the same way as the Simple Past Tense predicate form of the Indirect Statement Mood, on the basis of the Associative Adverbial form of the verb's Continuous Aspect or the Associative Adverbial form of stative verbs.

◊ — **The Hearsay Statement Mood's Present Continuous Tense predicate** (ئاڭلاتما بايان مەيلىدىكى ئىزچىل ھازىرقى زامان خەۋەر شەكلى)
This form is produced according to the chart on the following pages (pp. 367-8).
These forms have been produced on the basis of the stem form of the verb's Continuous Aspect or the stem form of stative verbs, in the same way as the Present (Imperfect) Tense predicate form of the Hearsay Statement Mood.

The Present (Imperfect) Tense predicate form of the Hearsay Statement Mood may also be produced on the basis of (i) the Continuous Aspect stem form of the verb or (ii) the stem form of stative verbs, in the same way as the Simple Past Tense predicate form of the Hearsay Statement Mood. For example:

(i) يېزىۋاتىپتىدە كەمەن//يېزىۋاتىپتىمىشمەن//يېزىۋاتىپتىمەنمىش[121]
I am supposedly writing

[121] The second variant is the form used in Kashgar.

يېزىۋاتىپتىدە كسەن//يېزىۋاتىپتىمىشسەن//يېزىۋاتىپتىسەنمىش
they say you are writing
يېزىۋاتىپتىدەك//يېزىۋاتىپتىمىش — he is writing, so they say
(ii) يېزىپ ئولتۇرۇپتۇدە كمەن — I am supposedly sitting writing
كۆتۈپ تۇرۇپسەنمىش[122] — you are supposedly standing waiting
ئوقۇپ يېتىپتىمىش — he is supposedly lying reading
ئولتۇرۇپتىدە كمەن — I am supposedly sitting
يۈرۈپتىمىشسەن — I've heard you are around
يېتىپتىمىش — they say he is lying down

The Hearsay Statement Mood's Present Continuous Tense

Person Type		Examples
1st	Singular	يېزىۋاتقۇدە كمەن//يېزىۋاتارمىشمەن// يېزىۋاتارمەنمىش، يېزىپ ئولتۇرغۇدە كمەن، كۆتۈپ تۇرارمىشمەن، ياتارمىشمەن[123]
	Plural	يېزىۋاتقۇدە كمىز//يېزىۋاتارمىشمىز//يېزىۋاتارمىزمىش، كۆرۈپ يۈرەرمىشمىز، ساقلاپ ياتقۇدە كمىز، تۇرغۇدە كمىز
2nd	Singular Ordinary	يېزىۋاتقۇدە كسەن//يېزىۋاتارمىشسەن// يېزىۋاتارسەنمىش، يېزىپ ئولتۇرغۇدە كسەن، ئوقۇپ ياتارسەنمىش، ئولتۇرارمىشسەن
	Singular Refined	يېزىۋاتقۇدە كسىز//يېزىۋاتارمىشسىز// يېزىۋاتارسىزمىش، ساقلاپ ياتارمىشسىز، كۆتۈپ تۇرارسىزمىش، يۈرگۈدە كسىز

[122] This and the following variant are the forms used in Kashgar.
[123] The last two are forms used in Kashgar.

The Hearsay Statement Mood's Present Continuous Tense (cont.)

Person Type		Examples
2nd	Singular Respectful	يېزىۋاتقۇدەكلا//يېزىۋاتارمىشلا//يېزىۋاتارلامىش، ئوقۇپ ياتارلامىش، ساقلاپ تۇرغۇدەكلا، ئولتۇرارلامىش
	Plural Ordinary	يېزىۋاتقۇدەكسلەر//يېزىۋاتارمىشسلەر// يېزىۋاتارسلەرمىش، ساقلاپ ياتقۇدەكسلەر، كۆتۈپ تۇرارمىشسلەر، ياتارمىشسلەر
	Plural Respectful	يېزىشۇاتقۇدەكلا//يېزىشۇاتارمىشلا// ساقلاپ تۇرۇشارلامىش، يېزىشۇاتارلامىش، يېزىپ ئولتۇرۇشقۇدەكلا، تۇرۇشقۇدەكلا
	Plural Dis-respectful	يېزىشۇاتقۇدەكسەن//يېزىشۇاتارمىشسەن// يېزىشۇاتارسەنمىش، ساقلاپ يېتىشقۇدەكسەن، كۆرۈپ يۇرۇشەرمىشسەن، تۇرۇشارمىشسەن
3rd Person Type		يېزىۋاتقۇدەك//يېزىۋاتارمىش//يېزىپ ئولتۇرارمىش، كۆتۈپ تۇرغۇدەك، ئولتۇرارمىش

◊ — **The Subjective Assessment Mood's Present Continuous Tense predicate form**

(سۈبيېكتىپ مۆلچەر مەيلىدىكى ئىزچىل ھازىرقى زامان خەۋەر شەكلى)

This form is produced according to the chart on the following page (p. 369).

One of the forms (i) has been produced by *attaching the present tense 'دۇ' form of the Subjective Assessment Judgment Copula to the verb's Continuous (State) Participial form*; another type has been constructed by *attaching the 'ـغۇ دەيمەن' Copula to the Present Continuous Tense predicate form of the Direct Statement Mood.*

The Subjective Assessment Mood's Present Continuous Tense

Person Type		Examples
1st	Singular	يېزىۋاتقاندىمەن//يېزىۋاتسەنغۇ دەيمەن، يېزىپ ئولتۇرغاندىمەن//يېزىپ ئولتۇرمەنغۇ دەيمەن، ياتقاندىمەن
	Plural	يېزىۋاتقاندىمىز//يېزىۋاتسىزغۇ دەيمەن، كۆتۈپ تۇرغاندىمىز//كۆتۈپ تۇرىمىزغۇ دەيمەن، ئولتۇرغاندىمىز
2nd	Singular Ordinary	يېزىۋاتقانسەن//يېزىۋاتسەنغۇ دەيمەن، ئوقۇپ ياتقانسەن//ئوقۇپ ياتسەنغۇ دەيمەن، تۇرغانسەن
	Singular Refined	يېزىۋاتقانسىز//يېزىۋاتسىزغۇ دەيمەن، كۆرۈپ يۈرگەنسىز//كۆرۈپ يۈرسىزغۇ دەيمەن، يۈرگەنسىز
	Singular Respectful	يېزىۋاتقانلا//يېزىۋاتىدىلاغۇ دەيمەن، يېزىپ ئولتۇرغانلا//يېزىپ ئولتۇرىدىلاغۇ دەيمەن، ياتقانلا
	Plural Ordinary	يېزىۋاتقانسلەر//يېزىۋاتسلەرغۇ دەيمەن، كۆتۈپ تۇرغانسلەر//كۆتۈپ تۇرسلەرغۇ دەيمەن، ئولتۇرغانسلەر
	Plural Respectful	يېزىشۇاتقانلا//يېزىشۇاتىدىلاغۇ دەيمەن، كۆرۈپ يۈرۈشكەنلا//كۆرۈپ يۈرۈشىدىلاغۇ دەيمەن، تۇرۇشقانلا
	Pl. Dis-respectful	يېزىشۇاتقانسەن//يېزىشۇاتسەنغۇ دەيمەن، كۆرۈپ يۈرۈشكەنسەن//كۆرۈپ يۈرۈشسەنغۇ دەيمەن، يۈرۈشكەنسەن
3rd Person Type		يېزىۋاتقاندۇ//يېزىۋاتىدىغۇ دەيمەن/، ئوقۇپ ياتقاندۇ// ئوقۇپ ياتىدىغۇ دەيمەن، ئولتۇرغاندۇ

◊ — **The Objective Assessment Mood's Present Continuous Tense predicate**(ئوبيېكتسپ مۆلچەر مەيلدىكى ئىزچىل ھازىرقى زامان خەۋەر شەكلى)
This form is produced according to the following chart:

Person Type		Examples
1st	Singular	يېزىۋاتقان ئوخشايمەن//يېزىۋاتقان بولسام كېرەك//[124] يېزىۋاتقان چېغمبا، يېزىپ ئولتۇرغان ئوخشايمەن، ئوقۇپ ياتقان بولسام كېرەك، ياتقان چېغمبا
	Plural	يېزىۋاتقان ئوخشايمىز//يېزىۋاتقان بولساق كېرەك// يېزىۋاتقان چېغمىزۇا، يېزىپ ئولتۇرغان ئوخشايمىز، ئوقۇپ ياتقان بولسام كېرەك، ئولتۇرغان چېغمىزۇا
2nd	Singular Ordinary	يېزىۋاتقان ئوخشايسەن//يېزىۋاتقان بولساڭ كېرەك// يېزىۋاتقان چېغىڭۇا، كۆتۈپ تۇرغان چېغىڭۇا، كۆرۈپ يۈرگەن ئوخشايسەن، تۇرغان ئوخشايسەن
	Singular Refined	يېزىۋاتقان ئوخشايسىز//يېزىۋاتقان بولسىڭىز كېرەك// يېزىۋاتقان چېغىڭىزۇا، يېزىپ ئولتۇرغان بولسىڭىز كېرەك، كۆرۈپ يۈرگەن چېغىڭىزۇا، يۈرگەن ئوخشايسىز
	Singular Respectful	يېزىۋاتقان ئوخشايلا//يېزىۋاتقان بولسلا يېزىۋاتقان كېرەك//چېغلىرىۋا، كۆتۈپ تۇرغان بولسلا كېرەك، ئوقۇپ ياتقان ئوخشايلا، ياتقان چېغلىرىۋا
	Plural Ordinary	يېزىۋاتقان ئوخشايسلەر//يېزىۋاتقان بولساڭلار كېرەك//يېزىۋاتقان چېغىڭلارۇا، كۆتۈپ تۇرغان چېغىڭلارۇا، كۆرۈپ يۈرگەن ئوخشايسلەر، ئولتۇرغان بولساڭلار كېرەك

[124] The first variant is the form used in Kashgar.

The Objective Assessment Mood's Present Continuous Tense (cont.)

Person Type		Examples
2nd	Plural Respectful	يېزىشۇاتقان ئوخشايلا//يېزىشۇاتقان بولسلا كېرەك//يېزىشۇاتقان چېغلىرىۋا، كۆرۈپ يۈرگەن بولۇشسلا كېرەك، تۇرۇشقان ئوخشايلا
	Plural Dis-respectful	يېزىشۇاتقان ئوخشايسەن//يېزىشۇاتقان بولساڭ كېرەك//يېزىشۇاتقان چېغىڭۇا، كۆتۈپ تۇرۇشقان ئوخشايسەن، يۈرۇشكەن چېغىڭۇا
3rd Person Type		يېزىۋاتقان ئوخشايدۇ//يېزىۋاتقان بولسا كېرەك// يېزىۋاتقان چېغى(ۋا)، ئوقۇپ ياتقان بولسا كېرەك، ياتقان چېغىۋا

The Present Continuous predicate forms of the Objective Assessment Mood have been produced by *attaching the Present Tense forms of the Objective Assessment Copula to the Continuous (State) Participial form of the verb.*[125]

The negative form of the Present Continuous Tense predicates which have been produced on the basis of the Continuous Aspect stem of the verb is of two types. One type (i) is produced on the basis of the negative form of the verb's simple stem. e.g.:

I am not writing	يازمايۋاتمەن
we are (apparently) not sitting writing	يازماي ئولتۇرۇپتىمىز
you are supposedly not lying reading	ئوقۇماي ياتقۇدەكسەن
it doesn't look as if you are writing	يازمايۋاتقان ئوخشايسىز
I don't think he is writing	يازمايۋاتقاندۇ

Another type (ii) is produced on the basis of the negative form of the continuous aspect stem forms of the verb. For example:

[125] The Present Continuous form of the Objective Assessment Mood is also used for its Past Continuous Tense.

I am *not* writing	يېزىۋاتمايمەن
we are (apparently) *not* sitting writing	يېزىپ ئولتۇرماپتىمىز
you are supposedly *not* lying reading	ئوقۇپ ياتمىغۇدەكسەن
it looks as if you are *not* writing	يېزىۋاتمىغان ئوخشايسىز
I *don't* think he is writing	يېزىۋاتمىغاندۇ

These two negative forms differ in meaning. (This will be discussed in **Chapter 12, *Stem Forms of the Verb*.**)

2) Its Meaning and Usage

In whichever mood they occur, the Present Continuous Tense predicate forms of the verb indicate the present existence of a continuously ongoing or fixed state of the action. For example:

مەن ماقالە **يېزىۋاتىمەن**، ئەخمەتمۇ **يېزىۋېتىپتۇ**.

I am writing an essay and (apparently) Äkhmät is also writing one.

ئاڭلىسام، رۇسچە **ئوقۇۋاتقۇدەكسىز**، نەتىجىسى ياخشى **بولۇۋاتقاندۇ**، قايسى دەرسلىككە **ئاساسلىنىۋاتىسىز**؟

From what I hear, you're studying Russian. Do you think the results are good? Which textbook are you grounding yourself in?

ئەخمەت ئىشىكنىڭ ئالدىدا **تۇرىدۇ**، سىزنى **كۈتۈپ تۇرىدىغۇ دەيمەن**.

Äkhmät is standing at the door; I think he's waiting for you.

قاسىم سىزنى **ئىزدەپ يۈرەرمىش**، چاپسان بار.

Kasim is apparently going round looking for you; go quickly.

I believe سەن بۇ يەردە **ئولتۇرسەن**، ئۇلار سېنى **كۈتۈپ تەقەززا بولۇۋاتقاندۇ**.

they're waiting anxiously for you, and you're sitting here.

خىزمەتنى سەنلا ئەمەس، بىزمۇ **ئىشلەۋاتقاندىمىز**.

It's not only you who are doing the job, we're doing it too.

ئۇنىڭ گېپىنى ئاڭلىدىڭىزمۇ؟ ئۇ نېمە **دەۋاتىدۇ**؟ ھەممە ئىشنى ئۆزى **قىلىۋاتقۇدەك**، مەن بىكار **يۈرەرمىشمەن**، تېخى ئۇنىڭ ئىشىغا توسقۇن **بولۇۋاتارمىشمەن**، سەنمۇ كارىڭ يوق **يۈرەرمىسسەن**.

Did you *hear* him? *What's* he *saying*? *He's* supposedly doing everything himself while *I'm* doing nothing; *I'm* supposedly even a hindrance to his work and *you* never bother either, so he says.

رەسىمدە بىر مەكتەپتىكى تەنەپپۇس ۋاقتى تەسۋىرلەنگەن: بىرمۇنچە بالىلار مەيدانىدا **ئويناپ يۈرىدۇ**، بىرنەچچە ئوقۇغۇچى توپ **تېپىۋاتىدۇ**، بەزى ئوقۇغۇچىلار ۋالىبول **ئويناۋاتىدۇ**، ئىككى ئوقۇ- غۇچى دەرەخنىڭ تۈۋىدە **پاراڭلىشىپ ئولتۇرىدۇ**، بىرمۇنچە ئوقۇغۇچىلار **قول قايرىشىۋاتىدۇ**، ئىككى ئوقۇتقۇچى ئۇلارنىڭ قېشىدا **قاراپ تۇرىدۇ**، بىر ئوقۇغۇچى چىمەنلىكتە ژۇرنال **كۆرۈپ ياتىدۇ** ...

In the picture a school break time has been portrayed: a number of children are running around playing on the playground, several students are kicking a ball, some students are playing volleyball, two students are sitting talking at the foot of a tree, a number of students are arm-wrestling, a couple of teachers are standing by watching, one student is lying on the grass reading a magazine ...

The Present Continuous Tense predicate form of the Direct Statement Mood that is produced on the basis of the 'ماق' Gerund is basically only used in the written language. For example:

بىز ھازىر كەڭ كۆلەملىك ئىقتىسادىي قۇرۇلۇش بىلەن **شۇغۇللانماقتىمىز**.

We are presently engaged in large-scale economic construction.

ۋەتىنىمىز ئۈچقاندەك **راۋاجلانماقتا**.

Our homeland is developing rapidly.

A writer may also use the Present Continuous Tense predicate form of the Direct Statement Mood which is based on the 'ماق' Gerund when describing an action which is in a state of continuity before the occurrence of a certain event, or a state which continues to exist. For example:

قاش دەريانسىنىڭ خوپلا تارتىلىپ كەتكەن سۇزۇك، شوخ سۇيىمۇ
قىرغاقلىرىدا چاۋاتتەك نېپىز قېيىندىلارنى توڭلىتىپ، شاۋقۇن - سۇرەن بىلەن
جەنۇبقا قاراپ **ئاقماقتا** ... توشقان - جەرەنلەر تاللارنىڭ يۇمران شاخلىرىغا
بويۇنلىرىنى **سوزماقتا** ... (ز. سابىر)

The clear, lively, greatly abated waters of the Jade River, with paper-thin flakes of ice frozen on its banks, are flowing noisily towards the south ... rabbits and gazelles are craning their necks towards the tender twigs of the willows ... (Z. Sabir)

7. The Past Continuous Tense Predicate Form

(ئىزچىل ئۆتكەن زامان خەۋەر شەكلى)

1) Its Formation

◊ — **The Direct Statement Mood's Past Continuous Tense predicate form** (ۋاستىسىز بايان مەيلىدىكى ئىزچىل ئۆتكەن زامان خەۋەر شەكلى)
This form is produced according to the following chart:

Person Type		Examples
1st	Singular	يېزىۋاتاتتىم//يېزىۋاتقانىدىم//يېزىۋېتىۋىدىم// يازماقتا ئىدىم، ئوقۇپ ئولتۇراتتىم، كۆرۈپ تۇرغانىدىم، يېتىۋىدىم
	Plural	يېزىۋاتاتتۇق//يېزىۋاتقانىدۇق/يېزىۋېتىۋىدۇق// يازماقتا ئىدۇق، كۆتۈپ ئولتۇراتتۇق، ئويناپ يۈرەتتۇق، ئولتۇراتتۇق
2nd	Singular Ordinary	يېزىۋاتاتتىڭ//يېزىۋاتقانىدىڭ//يېزىۋېتىۋىدىڭ// يازماقتا ئىدىڭ، ئوقۇپ ياتاتتىڭ، قاراپ تۇرۇۋىدىڭ، يۈرگەنىدىڭ
	Singular Refined	يېزىۋاتاتتىڭىز//يېزىۋاتقانىدىڭىز//يېزىۋېتىۋىدىڭىز// يازماقتا ئىدىڭىز، يېزىپ ئولتۇراتتىڭىز، كۆرۈپ يۈرۈۋىدىڭىز، تۇراتتىڭىز
	Singular Respectful	يېزىۋاتاتتىلا//يېزىۋاتقانىدىلە//يېزىۋېتىۋىدىلە//يازماقتا ئىدىلە، ئوقۇپ ياتاتتىلا، قاراپ تۇراتتىلا، ياتقانىدىلە
	Plural Ordinary	يېزىۋاتاتتىڭلار//يېزىۋاتقانىدىڭلار//يېزىۋېتىۋىدىڭلار// يازماقتا ئىدىڭلار، كۆتۈپ تۇراتتىڭلار، يېزىپ ئولتۇراتتىڭلار، يۈرۈۋىدىڭلار

The Direct Statement Mood's Past Continuous Tense (cont.)

Person Type		Examples
2nd	Plural Respectful	يېزىشىۋاتاتتىلا//يېزىشىۋاتقانىدىلە// يېزىشىۋېتىۋىدىلە، قاراپ تۇرۇشقانىدىلە، يېزىپ ئولتۇرۇشاتتىلا، تۇرۇشاتتىلا
	Plural Dis-respectful	يېزىشىۋاتاتتىڭ//يېزىشىۋاتقانىدىڭ// يېزىشىۋېتىۋىدىڭ، قاراپ يۈرۈشەتتىڭ، كۆلۈپ ئولتۇرۇشاتتىڭ، يېتىشاتتىڭ
3rd Person Type		يېزىۋاتاتتى//يېزىۋاتقانىدى//يېزىۋېتىۋىدى//يازماقتا ئىدى، يېزىپ ئولتۇراتتى، قاراپ تۇراتتى، يۈرگەنىدى

These forms have been produced by attaching the Past Tense forms of the Direct Judgment Copula to:

(i) the Continuous Aspect 'ئا' Adverbial,[126]
(ii) to the Associative Adverbial,
(iii) to the Continuous State Participle, or
(iv) to the 'ماق' Gerund.

◊ — **The Indirect Statement Mood's Past Continuous Tense predicate** (ۋاستىلىك بايان مەيلىدىكى ئىزچىل ئۆتكەن زامان خەۋەر شەكلى)
This form is produced according to the chart on the following page (p. 376).

The forms have been produced by *attaching the Indirect Judgment Copula to*:

(i) the Continuous (State) Participial form,
(ii) the Continuous Aspect Associative Adverbial,
(iii) the 3rd person type of the Direct Statement Mood's Continuous Present Tense predicate form,

[126] A corrupted form of this — يېزىۋېتىتۇق, يېزىۋېتىتىم, etc. — is used in Kashgar.

(iv) the 3rd person type of the Indirect Statement Mood's Continuous Present Tense predicate form, or

(v) to forms of stative verbs corresponding to the above.

The Indirect Statement Mood's Past Continuous Tense

Person Type		Examples
1st	Singular	يېزىۋاتقانكەنمەن//يېزىۋېتىۋكەنمەن// يېزىۋاتىدىكەنمەن//يېزىۋېتىپتىكەنمەن[127]، يېزىپ ئولتۇرغانكەنمەن، ياتقانكەنمەن
	Plural	يېزىۋاتقانكەنمىز//يېزىۋېتىۋكەنمىز// يېزىۋاتىدىكەنمىز//يېزىۋېتىپتىكەنمىز، كۆتۈپ تۇرۇۋۇكەنمىز، ئولتۇرۇۋۇكەنمىز
2nd	Singular Ordinary	يېزىۋاتقانكەنسەن//يېزىۋېتىۋكەنسەن// يېزىۋاتىدىكەنسەن//يېزىۋېتىپتىكەنسەن، ئوقۇپ يېتىپتىكەنسەن، تۇرۇپتىكەنسەن
	Singular Refined	يېزىۋاتقانكەنسىز//يېزىۋېتىۋكەنسىز// يېزىۋاتىدىكەنسىز//يېزىۋېتىپتىكەنسىز، كۆرۈپ يۈرىدىكەنسىز، يۈرىدىكەنسىز
	Singular Respectful	يېزىۋاتقانكەنلا//يېزىۋېتىۋكەنلا//يېزىۋاتىدىكەنلا// يېزىۋېتىپتىكەنلا، يېزىپ ئولتۇرغانكەنلا، يېتىۋكەنلا
	Plural Ordinary	يېزىۋاتقانكەنسلەر//يېزىۋېتىۋكەنسلەر// يېزىۋاتىدىكەنسلەر//يېزىۋېتىپتىكەنسلەر، كۆتۈپ تۇرۇۋۇكەنسلەر، ئولتۇرغانكەنسلەر

[127] The 3rd, 4th and 5th examples are forms used in Kashgar.

The Indirect Statement Mood's Past Continuous Tense (cont.)

Person Type		Examples
2nd	Plural Respectful	يېزىشىۋاتقانكەنلا//يېزىشىۋېتىۋكەنلا// يېزىشىۋاتىدىكەنلا//يېزىشىۋېتىپتىكەنلا، كۆرۈپ يۈرۈشۈۋكەنلا، تۇرۇشۇپتىكەنلا
	Plural Dis-respectful	يېزىشىۋاتقانكەنسەن//يېزىشىۋېتىۋكەنسەن// يېزىشىۋاتىدىكەنسەن//يېزىشىۋېتىپتىكەنسەن، كۆتۈپ تۇرۇشىدىكەنسەن، يېتىشىدىكەنسەن
3rd Person Type		يېزىۋاتقانكەن//يېزىۋېتىۋكەن//يېزىۋاتىدىكەن// يېزىۋېتىپتىكەن، ئوقۇپ ئولتۇرغانكەن، ئولتۇرىدىكەن

◊ — **The Hearsay Statement Mood's Past Continuous Tense predicate** (ئاڭلاتما بايان مەيلىدىكى ئىزچىل ئۆتكەن زامان خەۋەر شەكلى)

The Past Continuous predicate forms of the Hearsay Statement Mood are expressed by:

(i) ***attaching the 'ـمش' Auxiliary to the end of the Past Continuous Tense predicate forms of the Indirect Statement Mood***, or

(ii) by *exchanging the Indirect Judgment Copula which comes after them for the Past Tense form of the Hearsay Judgment Copula*. e.g.:

يېزىۋاتقانكەنمىشمەن//يېزىۋېتىۋكەنمىشمەن//يېزىۋاتىدىكەنمىشمەن//
يېزىۋېتىپتىكەنمىشمەن//يېزىۋاتقانكەنمەنمىش[128]

I was supposedly writing

يېزىۋاتقانكەنسەنمىش//يېزىۋېتىۋكەنسەنمىش//يېزىۋېتىپتىكەنسەنمىش//
يېزىۋاتىدىكەنسەنمىش//يېزىۋېتىۋكەنمىشسەن

you were supposedly writing

يېزىۋاتقانكەنمىش//يېزىۋېتىۋكەنمىش//يېزىۋاتىدىكەنمىش//
يېزىۋېتىپتىكەنمىش

he/she was supposedly writing, they were supposedly writing

[128] The 3rd and 4th variants are forms used in Kashgar.

I was supposedly sitting writing يېزىپ ئولتۇرغانكەنمەنمىش
you were supposedly lying down/sleeping يېتىۋىكەنسەنمىش
تۇرۇۋىكەنمىش
he/she was supposedly standing, they were supposedly standing

◊ — **The Subjective Assessment Mood's Past Continuous Tense predicate** (سۇبيېكتىپ مۇلچەر مەيلىدىكى ئىزچىل ئۆتكەن زامان خەۋەر شەكلى)
This form is constructed according to the following chart:

Person Type		Examples
1st	Singular	يېزىۋاتقان بولغىيدىم//يېزىۋاتاتتىمغۇ دەيمەن، يېزىپ ئولتۇرغان بولغىيدىم، ياتاتتىمغۇ دەيمەن[129]
	Plural	يېزىۋاتقان بولغىيدۇق/يېزىۋاتاتتۇققۇ دەيمەن، كۆتۈپ تۇرغان بولغىيدۇق، ئولتۇرغان بولغىيدۇق
2nd	Singular Ordinary	يېزىۋاتقان بولغىيدىڭ//يېزىۋاتقاندىڭغۇ دەيمەن، ئىزدەپ يۈرۈۋىدىڭغۇ دەيمەن، يۈرگەن بولغىيدىڭ
	Singular Refined	يېزىۋاتقان بولغىيدىڭىز//يېزىۋاتاتتىڭىزغۇ دەيمەن، ئوقۇپ ياتقان بولغىيدىڭىز، ئولتۇرغاندىڭىزغۇ دەيمەن
	Singular Respectful	يېزىۋاتقان بولغىيدىلا//يېزىۋاتقاندىلاغۇ دەيمەن، يېزىپ ئولتۇراتتىلاغۇ دەيمەن، ياتقاندىلاغۇ دەيمەن
	Plural Ordinary	يېزىۋاتقان بولغىيدىڭلار//يېزىۋېتىۋىدىڭلارغۇ دەيمەن، كۆتۈپ تۇرۇۋىدىڭلارغۇ دەيمەن، ئولتۇرغان بولغىيدىڭلار

[129] All these forms are used in Kashgar, but the '~غۇ دەيمەن' forms are corrupted, e.g. 'ياتتىمغۇ دەيمەن', 'يېزىۋاتتىمغۇ دەيمەن'

The Subjective Assessment Mood's Past Continuous Tense (cont.)

Person Type		Examples
2nd	Plural Respectful	يېزىشىۋاتقان بولغىيدىلا//يېزىشىۋاتاتتىلاغۇ دەيمەن، قاراپ تۇرۇشقان بولغىيدىلا، تۇرۇشاتتىلاغۇ دەيمەن
	Plural Dis-respectful	يېزىشىۋاتقان بولغىيدىڭ//يېزىشىۋاتقاندىڭغۇ دەيمەن، ئىزدەپ يۈرۈشكەن بولغىيدىڭ، يېتىشقاندىڭغۇ دەيمەن
3rd Person Type		يېزىۋاتقان بولغىيدى//يېزىۋېتىۋىدىغۇ دەيمەن، قاراپ ئولتۇرغان بولغىيدى، يۈرەتتىغۇ دەيمەن

These forms have been constructed by:
(i) ***attaching the Past Tense form of the Subjective Assessment Copula to the verb's Continuous State Participle*, or**
(ii) ***attaching the '~غۇ دەيمەن' Copula to the Past Continuous Tense predicate forms of the Direct Statement Mood.***

◊ — **The Objective Assessment Mood's Past Continuous Tense predicate** (ئوبيېكتىپ مۇلچەر مەيلىدىكى ئىزچىل ئۆتكەن زامان خەۋەر شەكلى)
The predicate of the Objective Assessment Mood's Past Continuous Tense has the same form as the Objective Assessment Mood's Present Continuous Tense predicate (see **pp. 370-371**). For example:

I must have been writing يېزىۋاتقان ئوخشايمەن
يېزىۋاتقان بولساڭ كېرەك//يېزىۋاتقان ئوخشايسەن
it looks as if you were writing
ئىزدەپ يۈرگەن چېغىمىزدا
we must have been going around looking for you
it looks as if we were writing يېزىۋاتقان بولسىڭىز كېرەك
he must have been standing تۇرغان چېغى(دا)

The negative form of the Past Continuous Tense which has been produced on the basis of the Continuous Aspect stem form of the verb is also of two types. One type (i) is produced on the basis of the negative form of the simple verbal stem. For example:

I was not writing	يازمايۋاتاتتىم
you weren't sitting writing	يازماي ئولتۇرغاندىڭ
he was apparently not writing	يازمايۋاتقانىكەن
he wasn't writing, so they say	يازمايۋېتىپتىكەنمىش
I don't think he was writing	يازمايۋاتقان بولغىيدى

A second type (ii) is produced on the basis of the negative form of the Continuous Aspect stem of the verb. For example:

I was *not* writing	يېزىۋاتمايتتىم
you *weren't* sitting writing	يېزىپ ئولتۇرمغاندىڭ
he was apparently *not* writing	يېزىۋاتمىغانىكەن
he was *not* writing, so they say	يېزىۋاتماپتىكەنمىش
I *don't* think he was writing	يېزىۋاتمىغان بولغىيدى

These two negative forms differ in meaning. This will be discussed in **Chapter 12, *Stem Forms of the Verb*.**

2) Its Meaning and Usage

In whichever mood it may occur, the Past Continuous Tense predicate form of the verb indicates the existence of the continuously ongoing or fixed state of the action at a previous time, or before a certain matter. For example:

ئۇلار كەلگەندە بىز مەجلىس **ئېچىۋاتاتتۇق.**

We were in a meeting when they came.

بىز بارغاندا ئۇلار مەجلىس **ئېچىۋېتىپتىكەن.**

They were apparently in/holding a meeting when we went.

بىز مەجلىس **ئېچىۋاتقاندۇق،** ئۇلار يېتىپ كەلدى.

They arrived while we were in/holding a meeting.

ئەخمەت ياتاقتا **ئولتۇرىدىكەن،** چاقىرىپ چىقتىم.

Äkhmät was apparently sitting in the dormitory, then I called him.

Äkhmät ئەخمەتمۇ ماقالە **يېزىۋېتىپتىكەنمىش،** توختىتىپ قويۇپتىمىش.
was also writing an article, so they say, but he apparently gave up.

سىلەر بارغاندا، ئەخمەت تېخى **ئۇخلاۋاتقان بولغىيدى.**

I think Äkhmät was still sleeping when you arrived.

تۇنۇگۈن سىلەر مېنى ئىزدىگەندە، مەن سىنىپتا تاپشۇرۇق **ئىشلەۋاتقان بولسام كېرەك.**

I must've been doing my homework in the classroom when you were looking for me yesterday.

كىرسەم بىر نەرسە **يېزىپ ئولتۇرغانىكەنسىز،** ئاستا قايتىپ چىقتىم.

You were apparently writing something when I came in, so I quietly went out again.

مەن ياتاقتا كىتاب **ئوقۇپ ياتقانىكەنمەن،** چاقىرماي چىقىپ كېتىپتۇ.

I was apparently lying reading a book in the dormitory, so he went out without calling me.

The form of the Direct Statement Mood's Past Continuous Tense predicate that has been constructed on the basis of the 'ماق' Gerund is basically only used in written language. For example:

ئۇلار پارات مۇنبىرى ئالدىغا كەلگەندە، مىڭلىغان رەڭمۇرەڭ شارلار ئاسمانغا **كۆتۈرۈلمەكتە ئىدى.**

When they got to the review stand, thousands of balloons of all colours were rising up into the sky.

بىز ئۇ چاغدا يېزىلاردا يەر ئىسلاھاتى **ئېلىپ بارماقتا ئىدۇق.**

At that time we were carrying out land reforms in the countryside.

In works of literature, a writer may basically use the Past Continuous predicate form of the Direct Statement Mood produced on the basis of the 'ئا' Adverbial, or the 'ماق' Gerund, in relating an action which is continuing or a fixed state which is in existence before the occurrence of, or at the time of, a certain matter. e.g.:

ئەكبەر كۈلۈمسىرىدى، ئۆيدە ئۇخلاۋاتقانلار ئورۇنلىرىدىن تۇرۇشقان، مەنسۇر بىلەن روزاخۇن بوۋاي كۆتەك **يېرىۋاتاتتى،** ئاسىم بىلەن ئەخمەتجان جاڭزا قورۇسىنىڭ تېمىغا چىقىۋېلىپ، بىرنېمىلەرنى **دېيىشمەكتە ئىدى،** ئەبلىغازى ئالدىراپ ئۆكۈزگە **چانا قېتىۋاتاتتى** ... (ز. سابىر)

Äkbär smiled, those who had been sleeping in the house had got up; Mänsür and the old man Rozakhun were splitting a tree stump;

Asim and Äkhmätjan had taken themselves off to the wall of the village housing area and were talking about something or other; Äbilghazi was hurriedly hitching the sled to the ox …

8. The Present Intention Tense Predicate Form

(مەقسەت ھازىرقى زامان خەۋەر شەكلى)

1) Its Formation

◊ — **The Direct Statement Mood's Present Intention Tense predicate form** (ۋاستىسىز بايان مەيلىدىكى مەقسەت ھازىرقى زامان خەۋەر شەكلى)

The Direct Statement Mood's Present Intention Tense predicate form is produced by *attaching the Present Tense Direct Judgment Copula to the Verb of Intention form*. However, the Judgment Copula does not occur in the singular or plural 2nd person Respectful type or in the 3rd person. The Judgment Copula may also be dropped from other persons when the subject of the sentence is explicit. For example:

يازماقچىسەن	يازماقچىمىز	يازماقچىمەن
يازماقچىسلەر	سىلى يازماقچى	يازماقچىسىز
يازماقچى	يېزىشماقچىسەن	يېزىشماقچى

◊ — **The Indirect Statement Mood's Present Intention Tense predicate** (ۋاستىلىك بايان مەيلىدىكى مەقسەت ھازىرقى زامان خەۋەر شەكلى)

The Indirect Statement Mood's Present Intention Tense predicate form is produced by *attaching the Indirect Judgment Copula to the Verb of Intention form*. For example:

يازماقچىكەنسەن	يازماقچىكەنمىز	يازماقچىكەنمەن
يازماقچىكەنسىلەر	يازماقچىكەنلا	يازماقچىكەنسىز
يازماقچىكەن	يېزىشماقچىكەنسەن	يېزىشماقچىكەنلا

◊ — **The Hearsay Statement Mood's Present Intention Tense predicate** (ئاڭلاتما بايان مەيلىدىكى مەقسەت ھازىرقى زامان خەۋەر شەكلى)

The Hearsay Statement Mood's Present Intention Tense predicate form is produced by *attaching the Present Tense form of the Hearsay Judgment Copula to the Verb of Intention form*. For example:

يازماقچىمىشمىز//يازماقچىدەكمىز	يازماقچىمىشمەن//يازماقچىدەكمەن
يازماقچىمىشسىز//يازماقچىدەكسىز	يازماقچىمىشسەن//يازماقچىدەكسەن

يازماقچىمىشلا//يازماقچىدەكلا
يازماقچىمىشسىلەر//يازماقچىدەكسىلەر
يېزىشماقچىمىشلا//يېزىشماقچىدەكلا
يېزىشماقچىمىشسەن//يېزىشماقچىدەكسەن
يازماقچىمىش//يازماقچىدەك

◊ — **The Subjective Assessment Mood's Present Intention Tense predicate form**

(سۇبيېكتىپ مۇلچەر مەيلىدىكى مەقسەت ھازىرقى زامان خەۋەر شەكلى)

The Subjective Assessment Mood's Present Intention Tense predicate form is produced:

(i) by *attaching the Present Tense Subjective Assessment Copula to the Verb of Intention form,*

(ii) by *attaching the* 'ـغۇ دەيمەن' *Auxiliary to the Direct Statement Mood's Present Intention Tense predicate*. For example:

يازماقچىدۇرمەن//يازماقچىمەنغۇ دەيمەن
يازماقچىدۇرمىز//يازماقچىمىزغۇ دەيمەن
يازماقچىدۇرسەن//يازماقچىسەنغۇ دەيمەن
يازماقچىدۇرسىز//يازماقچىسىزغۇ دەيمەن
يازماقچىدۇرلا//سىلى يازماقچىغۇ دەيمەن
يازماقچىدۇرسىلەر//يازماقچىسىلەرغۇ دەيمەن
يېزىشماقچىدۇرلا//ھەرقايسىلىرى يېزىشماقچىغۇ دەيمەن
يېزىشماقچىدۇرسەن//يېزىشماقچىسەنغۇ دەيمەن
يازماقچىدۇ(ر)//يازماقچىغۇ دەيمەن

◊ — **The Objective Assessment Mood's Present Intention Tense predicate form**

(ئوبيېكتىپ مۇلچەر مەيلىدىكى مەقسەت ھازىرقى زامان خەۋەر شەكلى)

The Objective Assessment Mood's Present Intention Tense predicate form is constructed by *attaching forms of the Objective Assessment*

Judgment Copula based on 'بول-' and 'ئوخشا-' to the Verb of Intention form of the verb. For example:

يازماقچى ئوخشايمەن//يازماقچى بولسام كېرەك
يازماقچى ئوخشايمىز//يازماقچى بولساق كېرەك
يازماقچى ئوخشايسەن//يازماقچى بولساڭ كېرەك
يازماقچى ئوخشايسىز//يازماقچى بولسىڭىز كېرەك
يازماقچى ئوخشايلا//يازماقچى بولسلا كېرەك
يازماقچى ئوخشايدۇ//يازماقچى بولسا كېرەك

The negative form of the Present Intention Tense predicate is constructed by inserting the negative Judgment Copula 'ئەمەس' between the Verb of Intention and the Judgment Copula. For example:

يازماقچى ئەمەسمىز	يازماقچى ئەمەسمەن
يازماقچى ئەمەسمىش	يازماقچى ئەمەسكەنسەن

2) Its Meaning and Usage

In whichever mood it occurs, the predicate of the verb's Present Intention Mood indicates the present existence of the action as a matter which is intended or has been agreed upon. For example:

مەن يېقىندا ئۆيگە **بېرىپ كەلمەكچىمەن.**
I intend to pay a visit home in the near future.

ئۇ ئەتە سەن بىلەن **كۆرۈشمەكچىمىش.**
He's planning to see you tomorrow, or so I've heard.

سىز ئەخمەت بىلەن كۆرۈشۈڭ، ئۇ سىزگە بىرنەرسە **بەرمەكچى.**
Please see Äkhmät, he wants to give you something.

بۇ مەسىلە توغرۇلۇق مەخسۇس بىر يىغىن **ئېچىلماقچى.**
A special meeting is going to be held about this matter.

تاشقىرىدا بىر ئادەم تۇرىدۇ، سىز بىلەن **كۆرۈشمەكچىغۇ دەيمەن.**
There's a man standing outside; I think he wants to see you.

ئۇ مۇشۇ توغرۇلۇق بىرنەرسە **يازماقچى بولسا كېرەك،** ماتېرىيال توپلاپ يۈرىدۇ.
He must be planning to write something about it since he's going round collecting material.

8. The Past Intention Tense Predicate Form

(مەقسەت ئۆتكەن زامان خەۋەر شەكلى)

1) Its Formation

◊ — **The Direct Statement Mood's Past Intention Tense predicate form** (ۋاستىسىز بايان مەيلىدىكى مەقسەت ئۆتكەن زامان خەۋەر شەكلى)

The Direct Statement Mood's Past Intention Tense predicate form is produced by *attaching the Past Tense forms of the Direct Judgment Copula to the Verb of Intention.* As a result of the Judgment Copula being attached to the Verb of Intention, its initial 'ى' sound is omitted. For example:

يازماقچىدىك	يازماقچىدۇق	يازماقچىدىم
يازماقچىدى	يازماقچىدىڭلار	يازماقچىدىڭىز

◊ — **The Indirect Statement Mood's Past Intention Tense predicate** (ۋاستىلىك بايان مەيلىدىكى مەقسەت ئۆتكەن زامان خەۋەر شەكلى)

The predicate of the Indirect Statement Mood's Past Intention Tense has the same form as the predicate of the Indirect Statement Mood's Present Intention Tense (See p. 382). **Only in the 3rd person may the form 'ئىكەنـدۇق' be used as the Past Tense form of the Indirect Judgment Copula.**[130]

◊ — **The Hearsay Statement Mood's Past Intention Tense predicate form** (ئاڭلاتما بايان مەيلىدىكى مەقسەت ئۆتكەن زامان خەۋەر شەكلى)

The predicate of the Hearsay Statement Mood's Past Intention Tense is produced:

(i) by *attaching the Past Tense forms of the Hearsay Judgment Copula to the verb of Intention,* or it is expressed

(ii) by *attaching the auxiliary 'مىش' to the Past Intention Tense predicate form of the Direct Statement Mood.*

As a result of the Judgment Copula being attached to the Verb of Intention, its initial 'ى' sound is omitted. For example:

[130] This past tense form is only used in Northern Xinjiang.

يازماقچىكەنمىشمەن//يازماقچىكەنمەنمىش
يازماقچىكەنمىشمىز//يازماقچىكەنمزمىش
يازماقچىكەنمىشسەن//يازماقچىكەنسەنمىش
يازماقچىكەنمىش

◊ — **The Subjective Assessment Mood's Past Intention Tense predicate form**

(سۈبيېكتىپ مۇلچەر مەيلىدىكى مەقسەت ئۆتكەن زامان خەۋەر شەكلى)

The predicate of the Subjective Assessment Mood's Past Intention Tense is constructed by *attaching the Past Tense forms of the Subjective Assessment Judgment Copula*. For example:

يازماقچى بولغىدىم//يازماقچىدىمغۇ دەيمەن
يازماقچى بولغىدىڭ//يازماقچىدىڭغۇ دەيمەن
يازماقچى بولغىدى//يازماقچىدىغۇ دەيمەن

◊ — **The Objective Assessment Mood's Past Intention Tense predicate form**

(ئوبيېكتىپ مۇلچەر مەيلىدىكى مەقسەت ئۆتكەن زامان خەۋەر شەكلى)

The predicate of the Objective Assessment Mood's Past Intention Tense has the same form as the predicate of the Objective Assessment Mood's Present Intention Tense (See **p. 383-4**).

The negative form of the Past Intention Tense predicate forms is expressed by means of inserting the negative Judgment Copula 'ئەمەس' between the Verb of Intention and the Judgment Copula. For example:

I did not intend to write	يازماقچى ئەمەسمەن
we did not intend to write	يازماقچى ئەمەسمىز
you apparently did not intend to write	يازماقچى ئەمەسسەن
I don't think you intended to write	يازماقچى ئەمەس بولغىدىڭ
you can't have intended to write/ it doesn't look as if you intended to write	يازماقچى ئەمەس ئوخشايدۇ

2) Its Meaning and Usage

In whichever mood it may occur, the predicate form of the Past Intention Tense indicates the existence of the action as an intention, or a matter agreed upon, before a certain matter.[131] For example:

ئۆزۈممۇ ئۈرۈمچىگە **بارماقچىدىم**، شۇڭا ئۇلار بىلەن بىللە ماڭدىم.
I had also planned to go to Urumqi, so I went with them.

تۇرسۇنلار **قايتىپ كەلمەكچىدى**، مەن شۇلارنى كۈتۈۋېلىشقا بارغانىدىم.
Tursun and his family had arranged to return, so I went to wait for them.

كۈتۈپ تۇرساق بىر ماشىنا كەلدى، سورىساق، شەھەرگە **كىرمەكچىكەن**، ئاران دېگەندە شوپۇرنى كۆندۈرۈپ ماشىنىغا چىقتۇالدۇق.
While we were waiting a lorry came along and we asked if he intended to go into town. We managed, with difficulty, to persuade the driver, and climbed into the vehicle.

ئەخمەتمۇ **قاتناشماقچىكەندۇق**، چاقىرمىغانلىقىمىز ئۈچۈن كەلمەپتۇ.[132]
Apparently Äkhmät also wanted to attend, but he didn't come because we didn't invite him.

ئەگەر تەكلىپ قىلساق، سەمەتمۇ **كەلمەكچىكەنمىش**.
Sämät had supposedly intended to come if we had invited him.

تۈنۈگۈن كەلگىنىڭىزدە مېنىڭ بىلەن **كۆرۈشمەكچىدىڭىزغۇ دەيمەن**.
I think you wanted to see me when you came yesterday.

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[131] The past tense of the intention mood appears to be used both for the simple past and the past perfect.

[132] The 3rd person form 'قاتناشماقچىكەندۇق' is only used in Northern Xinjiang.

Chapter 12
STEM FORMS OF THE VERB
(پېئىلنىڭ ئۆزەك شەكىللىرى)

§1 A General Explanation
(ئومۇمىي بايان)

The common basis for Substantive Word forms and Predicate forms of the verb is called the Stem form of the verb. For example:

يازغان ← غان ـ +
يازدىم ← دىم ـ +
} ياز

يازمىغچە ← غچە ـ +
يازمايدۇ ← يدۇ ـ +
} يازما

يازدۇرۇش ← ۇش ـ +
يازدۇرۇك ← ۇك ـ +
} يازدۇر

يېزىلىپ ← پ ـ +
يېزىلاتتى ← اتتى ـ +
} يېزىل

يېزىۋاتقان ← قان ـ +
يېزىۋاتىمەن ← مەن ـ +
} يېزىۋات

يېزىپ قويغىلى ← غىلى ـ +
يېزىپ قويسام ← ساق ـ +
} يېزىپ قوي

يازىدىغان بولغاچقا ← غاچقا ـ +
يازىدىغان بولدۇق ← دۇق ـ +
} يازىدىغان بول

In these examples, a substantive form and a predicate form have been paired and, from top to bottom, the 'يازـ', 'يازمـا', 'يازدۇر', 'يازىدىغان بول' forms of the verb 'يازـ' have formed their bases. These forms are considered to be Stem forms of the verb 'يازـ'.

According to their structure, the Stem forms of the verb may be divided into two types:

(i) Simple stem forms of the verb پېئىلنىڭ ئاددىي ئۆزەك شەكىللىرى
(ii) Complex stem forms " پېئىلنىڭ مۇرەككەپ ئۆزەك شەكىللىرى

(i) <u>Simple Stem Forms of the Verb</u> (پېئىلنىڭ ئاددىي ئۆزەك شەكىللىرى)
Simple Stem forms of the verb comprise the verb's single stem forms. Such stems consist of a single verb root or of inflected forms within the scope of a single verb stem. For example, if we take the stem forms shown above, the forms 'يازـ', 'يازمـا', 'يازدۇر', 'يېزىل' belong to the <u>Simple Stem forms</u>.

(ii) <u>Complex Stem Forms of the Verb</u>
(پېئىلنىڭ مۇرەككەپ ئۆزەك شەكىللىرى)
Complex Stem forms of the verb comprise stem forms which have been produced by *combining independent verbs and auxiliary verbs.* That is to say, Stem forms are composed of two or more verb roots [or roots and stems]. For example, if we take the stem forms of the verb 'يازـ' which are shown above, the forms 'يېزىپ قويـ' and 'يازغان بولـ' belong to the <u>Complex Verb Stems</u>.

Voice and Positive-Negative Categories of the Verb
(پېئىلنىڭ دەرىجە ۋە بولۇشلۇق ـ بولۇشسىز كاتېگورىيىلىرى)

The Stem forms of the verb differ in voice and produce the Voice Category of the verb. At the same time they differ in positivity and negativity and produce the Positive-Negative Category of the verb. That is to say, every verb stem must belong to one of the different types of voice and to either the positive or the negative type. For example, if we take the stem forms of the verb '**يازـ**' which are shown above:

the '**يازـ**' **form functions as the Original Voice Positive type**
the '**يازما ـ**' **form functions as the Original Voice Negative type**
the '**يازدۇر ـ**' **form functions as the Causative Voice Positive type**
the '**يېزىل ـ**' **form functions as the Passive Voice Positive type**
the '**يېزىۋات ـ**', '**يېزىپ قوي ـ**' **and** '**يازغان بول ـ**' **forms function as Original Voice Positive types**

Aspectual Stem Forms and State Stem Forms of the Verb
(پېئىلنىڭ تۈسلۈك ۋە ھاللىق ئۆزەك شەكىللىرى)

The Complex Stem forms of the verb may be divided into two types comprising:

پېئىلنىڭ تۈسلۈك ئۆزەك شەكىللىرى
(i) Aspectual Stem forms of the verb
(ii) State Stem forms of the verb پېئىلنىڭ ھاللىق ئۆزەك شەكىللىرى

(i) Aspectual Stem Forms of the Verb
(پېئىلنىڭ تۈسلۈك ئۆزەك شەكىللىرى)

The Aspectual Stem forms of the verb are basically produced by *adding Aspect Auxiliaries to adverbial forms of the verb.* Aspect Auxiliaries which occur in this type of structure show every kind of aspectual quality of the action expressed by the independent verb and produce the Aspect Category of the Verb. For example:

— The auxiliary '**بول ـ**', in the construction '**يېزىپ بول ـ**', indicates that the action of writing has been completely carried out.

— The auxiliary '**قال ـ**', in the construction '**ئاغرىپ قال ـ**', indicates that a condition of hurting (being unwell) has come into existence.
— The auxiliary '**ئەت**', in the construction '**(يېزىپ ئەت ـ) يېزىۋەت ـ**', indicates that the action of writing occurs rapidly or to an intense degree.
— The auxiliary '**بەر ـ**', in the construction '**(يازالىمەر ـ) يېزىۋەر ـ**', indicates that the action of writing is unrestricted.

(ii) State Stem Forms of the Verb (پېئىلنىڭ ھاللىق ئۆزەك شەكىللىرى)

The State Stem forms of the verb are constructed by *adding the Complete Copulas* 'قىل ـ**', '**بول ـ**', *and* '**تۇر ـ**' *to Participial and Verb of Intention forms, and to some gerundal forms of the verb.* These constructions indicate the coming into existence of the Perfect, Imperfect and Continuous States expressed by the participle, or the State of Intention expressed by the Verb of Intention. They serve to produce the State Category in the stem form of the verb.** e.g.:

— The construction '**يازغان بول ـ**' indicates that a state has occurred in which the action of writing has occurred.
— The construction '**يېزىۋاتقان بول ـ**' indicates that a state has occurred in which the action of writing is continuing.
— The construction '**يازىدىغان بول ـ**' indicates that the action of writing always occurs or will occur later.
— The construction '**يازماقچى بول ـ**' indicates the occurrence of an intention or agreement about the action of writing; and so on.

§2 The Voice Category
(دەرىجە كاتېگورىيىسى)

The Voice Category is the grammatical category which is first indicated by the verb stem and shows the various relationships which exist between the action expressed by the verb and the grammatical subject. For example:

(1) ئەخمەت كىنو كۆردى. — Ähkmät saw a film.
(2) بۇ ماقالە ئىككى قېتىم كۆرۈلدى. — This article has been read twice.

Äkhmät went to see the doctor. (3) ئەخمەت دوختۇرغا كۆرۈندى.

Äkhmät showed the doctor his hand [lit. got the doctor to look at his hand]. (4) ئەخمەت قولىنى دوختۇرغا كۆرسەتتى.

They had a warm regard for each other. (5) ئۇلار قىزغىن كۆرۈشتى.

In these examples, the stem part of the verb occurs in five forms. Of these:

— The '**كۆر-**' form in sentence (1) serves to indicate that the grammatical subject of that action is also its logical subject (executor, agent).

— The '**كۆرۈل-**' form in sentence (2) serves to indicate that the grammatical subject of that action is in fact the logical object (recipient) of the original action.

— The '**كۆرۈن-**' form in sentence (3) serves to indicate that the grammatical subject of that action is, on the one hand, the logical object of the original action and, on the other hand, the one who causes the original action to be performed.

— The '**كۆرسەت-**' form in sentence (4) serves to indicate that the grammatical subject of that action is in fact the one who causes the original action to be performed.

— The '**كۆرۈش**' form in sentence (5) serves to indicate that there are two or more grammatical subjects of that action and that they perform the original action by making each other its object.

Meanings such as this, which are expressed by means of these forms of the verb 'كۆر-', belong to the Voice Category of the verb. The Voice Category of the Verb comprises five voices:

(1) the Original Voice	ئەسلىي دەرىجە
(2) the Passive Voice	مەجھۇل دەرىجە
(3) the Reflexive Voice	ئۆزلۈك دەرىجە
(4) the Causative Voice	مەجبۇرىي دەرىجە
(5) the Mutual Voice	ئۆملۈك دەرىجە

1. The Original Voice (ئەسلى دەرىجە)

The Original Voice of the verb is considered to be the form of the verb which does not have any other voice suffixes added to it.

Verbs in the original voice indicate that the grammatical subject of the action is also its logical subject. For example:

I wrote an article.	مەن ماقالە يازدىم.
Today we listened to a lecture.	بىز بۈگۈن دوكلات ئاڭلىدۇق.
They apparently came back.	ئۇلار قايتىپ كەپتۇ.

2. The Passive Voice (مەجھۇل دەرىجە)

The Passive Voice of the verb is produced by *attaching the suffix '-ن//-بن' to transitive verb stems which have the sound 'ل' in their final syllable*, or by *attaching the suffix '-ل//-بل//-ۋل//-ۇل' to other verb stems*. For example:

باشلا + -ن ← باشلان-	ئال + -بن ← ئېلىن-
ئوينا + -ل ← ئوينال-	ياز + -بل ← يېزىل-
باشقۇر + -ۇل ← باشقۇرۇل-	كۆر + -ۇل ← كۆرۈل-

Verbs in the Passive Voice indicate that the grammatical subject of the sentence is actually the logical object of the original action. For example:

Ten articles were written. ئون پارچە ماقالە يېزىلدى.
(**ماقالە** is the object of the action '**-يازـ**')

The play began/was begun. ئويۇن باشلاندى.
(**ئويۇن** is the object of the action '**-باشلاـ**')

Two notebooks each were given to every student. هەربىر ئوقۇغۇچىغا ئىككىدىن دەپتەر بېرىلدى.
(**دەپتەر** is the object of the action '**-بەرـ**')

When Transitive verbs go into the Passive Voice they are reckoned to turn into Intransitive verbs. In the Uyghur language, the Passive Voice of the verb is used in situations in which:

(i) it is difficult to point out the logical subject of the action;
(ii) it is unnecessary to point out the logical subject of the action;
(iii) it is necessary to especially accentuate the logical object. e.g.:

(i) This article has been written extremely well; who wrote it? بۇ ماقالە ناھايىتى ياخشى يېزىلىپتۇ، كىم يازدى؟
(Here the logical subject is unknown.)

(ii) Kasim has been elected as a representative. (Here it is unnecessary to point out the logical subject.) قاسىم ۋەكىللىككە سايلاندى.

(iii) The reactionaries were overthrown. (Here the logical object has been accentuated.) ئەكسىيەتچىلەر ئاغدۇرۇلدى.

In some situations it is necessary to point out the logical subject at the same time as accentuating the logical object. In such cases, if the logical subject is a person, people in general, or some organization, the noun which indicates that logical subject is *combined with the postposition* 'تەرىپىدىن' (by) to form an adverbial modifier. e.g.:

بۇ ئەكسىيەتچىلەر **جۇڭگو خەلقى تەرىپىدىن ئاغدۇرۇلدى.**

The reactionaries were overthrown by the Chinese people.

تەمىناتىمىز پۈتۈنلەي **ھۆكۈمەت تەرىپىدىن بېرىلىدۇ.**

All our supplies will be given by the government.

پاشا ئىشان تەرىپىدىن ئورۇنلانغان ناخشا ئالقىشقا ئېرىشتى.

The song sung by Pasha Ishan was applauded.

If the logical subject is something else, the role of the logical subject is indicated in different ways. For example:

دېرىزىنىڭ ئەينىكى **شامالدا** چېقىلىپ كەتتى.

The window pane broke in the wind.

بىرمۇنچە دەرەخلەر **بوراننىڭ زەربىسى بىلەن** يۇلۇنۇپ كەتتى.

Several trees were torn up by the onslaught of the storm.

3. The Reflexive Voice (ئۆزلۈك دەرىجە)

The Reflexive Voice form of the verb is produced by attaching the suffix '-ن//-بن//-ۇن//-ۋن' or '-ل//-بل//-ۇل//-ۋل' to Transitive verb stems. For example:

ماختا + -ن ← ماختان-	كىي + -بن ← كىيىن-
يۇ(ي) + -ۇن ← يۇيۇن-	كۆر + -ۇن ← كۆرۈن-
بەر + -بل ← بېرىل-	قوش + -ۇل ← قوشۇل-

The Reflexive Voice indicates that the grammatical subject of that action is (i) both the logical subject and the logical object, or (ii) both the logical object and the instigator of that action. For example:

ئۇ دائىم **ماختىنىدۇ** (= ئۇ دائىم ئۆزىنى ئۆزى ماختايدۇ).

(i) He's always boasting (He's always praising himself).

بالا ماڭا **ئېتىلدى** (= بالا ماڭا ئۆزىنى ئاتتى).

(i) The child threw himself at me.

مەن دوختۇرغا **كۆرۈندۈم** (= ئۆزۈمنى دوختۇرغا كۆرسەتتىم).

(ii) I went to see to the doctor (I showed myself to the doctor).

Verbs in the Reflexive Voice sometimes happen to have the same form as verbs in the Passive Voice. In such cases, they need to be distinguished according to their meaning. For example:

بىزنىڭ باغدىكى گۈللەر **ئېچىلدى** (ئۆزلۈك دەرىجە).

The flowers in our garden have opened. (reflexive voice)

يىغىن بۈگۈن رەسمىي **ئېچىلدى** (مەجھۇل دەرىجە)

The conference (was) officially opened today. (passive voice)

ئۇلار يولغا چىقىشقا **تەييارلاندى** (ئۆزلۈك دەرىجە).

They got themselves ready for the trip. (reflexive voice)

ۋەكىللەرنى كۈتۈۋېلىش ئۈچۈن مەخسۇس ئۆيلەر **تەييارلاندى** (مەجھۇل دەرىجە)

Special rooms were prepared to receive the representatives. (passive voice)

It is possible for some Intransitive verbs to be combined with suffixes which resemble Reflexive voice suffixes. For example:

to beseech	ئۆتۈن- (ئۆت + -ۇن)
to complain	ئاغرىن- (ئاغرى + -ن)
to consider	ئويلان- (ئويلا + -ن)[133]

However, these cannot be counted as Reflexive Verbs because they do not have a reflexive meaning.

There are also verbs which express a reflexive meaning[134] and are also just like Reflexive Verbs in form, but since they have not been produced on the basis of their own transitive form, but by *attaching*

[133] The verb '-ئويلا' is used both transitively and intransitively.

[134] I would disagree with the author in saying that the examples given have a reflexive meaning. I would classify them as intransitive verbs with a passive meaning.

***the suffix 'ـلان//ـلەن' directly to an adjective or numeral*, it is not possible to count them as Reflexive Voice verb forms.** e.g.:

to be happy, be joyful	شادلان ـ	to be happy	خۇشاللان ـ
to be in two minds, hesitate, vacillate, waver			ئىككىلەن ـ

4. The Causative Voice (مەجبۇرىي دەرىجە)

The Causative Voice form of the verb is produced as follows:

(i) by attaching the suffix 'ـدۇر//ـدۈر//ـتۇر//ـتۈر//ـغۇز//ـقۇز//ـگۇز//ـكۇز' to single-syllable verb stems ending in a consonant (excluding those which end in 'ـئاي', 'ـئەي', 'ـئار' and 'ـئەر') or in a vowel. e.g.:

يار	ـ دۇر ← يازدۇر ـ	
	ـ غۇز ← يازغۇز	
تاپ	ـ تۇر ← تاپتۇر ـ	
	ـ قۇز ← تاپقۇز ـ	
كىر	ـ دۇر ← كىردۇر ـ	
	ـ گۇز ← كىرگۇز ـ	
كۆت	ـ تۇر ← كۆتتۇر ـ	
	ـ كۇز ← كۆتكۇز ـ	
يە	ـ دۇر ← يېدۇر ـ	
	ـ گۇز ← يېگۇز ـ	

(ii) by attaching the suffix 'ـت' to verb stems ending in 'ـئاي', 'ـئەي', 'ـئار' or 'ـئەر'. For example:

كۆتۈر + ـ ت ← كۆتۈرت ـ ئاقار + ـ ت ← ئاقارت ـ

كېچەي + ـ ت ← كېچەيت ـ ئازاي + ـ ت ← ئازايت ـ

(iii) by attaching the suffix 'ـت' or 'ـتقۇز//ـتكۈز' to polysyllabic verb stems ending in a vowel. For example:

ئوينا +
- ـ ت ← ئويىنات ـ
- ـ تقۇز ← ئويناتقۇز ـ

سۆزلە +
- ـ ت ← سۆزلەت ـ
- ـ تكۈز ← سۆزلەتكۈز ـ

(iv) by attaching the suffix 'ـۇر//ـۈر' or 'ـار//ـەر' to specific single-syllable verb stems which end in 'چ' or 'ش'. For example:[135]

ئۇچ +
- ـ ار ← ئۇچار ـ
- ـ ۇر ← ئۇچۇر ـ

چۈش +
- ـ ەر ← چۈشەر ـ
- ـ ۇر ← چۈشۈر ـ

ئىچ +
- ـ ەر ← ئىچەر
- ـ ۇر ← ئىچۇر

(v) The Causative Voice form of some verbs is unique. For example:[136]

قايت ـ	ـــ قايتار ـ //قايتۇر ـ	قورق ـ	ـــ قورقۇت ـ //قورقات ـ
كۆر ـ	ـــ كۆرسەت ـ	چىق ـ	ـــ چىقار

[135] In each paired example, the latter form shows the correct spelling and the former is more common in speech.

[136] 'قورقۇت ـ' and 'قايتۇر ـ' are the correct dictionary spellings.

The Causative Voice of the verb indicates that the grammatical subject is the instigator or permitter of the action. For example:

مەن ئۇنى كۈلدۈرۈۋەتتىم (ھەرىكەتكە «مەن» تۇرتكە بولغان).

I made him laugh. ('I' have been the instigation for the action)

ئۇلار مېنىمۇ كىرگۈزدى (ھەرىكەتكە «ئۇلار» يول قويغان)

They let me in as well/They permitted me to enter as well. ('They' have allowed the action)

All transitive and intransitive verbs are able to go into the Causative Voice. When Intransitive Verbs go into the causative form they become Transitive Verbs and the logical subject of the action becomes the grammatical object and is in the accusative case. e.g.:

شوپۇر ماشىنىنى كەينىگە ياندۇردى (ماشىنا كەينىگە ياندى).

The driver reversed the lorry (The lorry reversed).

ئۇلار چىراغنى ئۆچۈردى (چىراغ ئۆچتى).

They switched off the light (The light went out).

When Transitive Verbs go into the Causative Voice they still retain their transitive nature. In this case the logical subject of the action is not indicated, except where necessary. If it does need to be indicated, it is indicated by means of a noun in the dative case. e.g.:

ئۇ چاچ ئالدۇرغىلى كەتتى (لوگىك ئىگە كۆرسىتىلمىگەن).

He went to have his hair cut (i.e. to have someone cut his hair). (the logical subject has not been shown.)

بىز مۇئەللىمگە ھېكايە ئېيتقۇزدۇق (مۇئەللىم ھېكايە ئېيتتى).

We got the teacher to tell a story. (the teacher told a story)

5. The Mutual Voice (ئۆملۈك دەرىجە)

The Mutual (Reciprocal) Voice form of the verb is produced by *attaching the suffix '-ش//-ىش//-ۇش//-ۈش' to the verb stem.* e.g.:

ئويناـ + ـش ← ئويناش-　　ياز + ـش ← يېزىش-

ئۇر + ـۇش ← ئۇرۇش-　　كۆر + ـۈش ← كۆرۈش-

Its Meaning and Usage

The meaning and usage of the **Mutual (Reciprocal) Voice** form of the verb is as follows:

(1) It indicates that the grammatical subject consists of two or more people who direct the original action towards each other or carry out the action in competition with one another. For example:

They talked (to one another) for a long time. ئۇلار ئۇزاق سۆزلەشتى.

ئاستا سۆزلىشىڭلار، قىزىرىشىپ قالماڭلار.

Talk to one another quietly, don't upset each other.

ئۇلار بۇ مەسىلە ئۈستىدە ئۇزاق مۇنازىرە قىلىشتى.

They argued about this problem for a long time.

ئەخمەت بىلەن قاسىم يۈگۈرۈشتى.

Äkhmät and Kasim raced against each other.

كەل، ئىككىمىز قول قايرىشىپ باقايلى.

Come on, let's have a go at arm wrestling (with each other).

(2) It indicates that the grammatical subject is one of the two parties who direct the original action towards each other or carry out the action in competition with one another. The other party is signified by a name linked with the postposition 'بىلەن'. For example:

I had a talk with Kasim. مەن قاسىم بىلەن سۆزلەشتىم.

تۇرسۇن ئەخمەت بىلەن ئۇزاق مۇنازىرە قىلىشتى.

Tursun argued with Äkhmät for a long time.

مەن ئەخمەت بىلەن يۈگۈرۈشتۈم.

I raced against Äkhmät/I had a race with Äkhmät.

(3) It indicates that the grammatical subject carries out the original action with others in order to help them. For example:

Ayshäm helped her do the laundry. ئايشەم ئۇنىڭغا كىر يۇيۇشۇپ بەردى.

ئۇلار بىزنىڭ بۇغدىيىمىزنى ئورۇشۇپ بەردى.

They helped us harvest our wheat.

(4) It indicates that the original action is performed by a grammatical subject consisting of two or more people. In such cases the Mutual Voice only indicates a plural meaning and is only used in circumstances which emphasize that a plurality of people carry out the same action one after the other or at the same time. For example:

The students walked to school. ئوقۇغۇچىلار مەكتەپكە مېڭىشتى.

ۋەكىللەر ئارقىمۇئارقا سۆزگە چىقىشتى.

The delegates had their say one after the other.

قۇشلار دەرەخ شاخلىرىدا يېقىملىق سايرىشىپ تۇراتتى.

The birds kept on singing sweetly on the branches.

In order to become familiar with the Mutual Voice of the verb, the following examples should be noted:

(1) Verbs in the Mutual Voice are sometimes combined with 2nd person singular suffixes but function as the 2nd person plural disrespectful type of the verb and correspond to the pronoun 'سەنلەر', which acts as subject. For example:

Where have you (all) been? (سەنلەر) نەگە بېرىشتىڭلار.

(All of you) walk quickly! (سەنلەر) چاپسان مېڭىڭلار!

(سەنلەر) تۇرۇشمامسەن، نېمە ئولتۇرۇشسەن!

Stand up! Why are you (all) sitting down!

(2) Verbs in the Mutual Voice form the basis for producing the 2nd person plural respectful type of the verb. For example:

Do please (all) come in. (ھەرقايسىلىرى) ئۆيگە كىرىشسىلە.

May I ask where you are going? (ھەرقايسىلىرى) نەگە بېرىشىدىلا؟

May I ask where you've come from? (ھەرقايسىلىرى) نەدىن كېلىشتىلە؟

(3) Some verbs are the same as Mutual Voice forms to look at and also express a Mutual Voice meaning. However, instead of being produced on the basis of the Original Voice of those verbs, they have been produced by *attaching the suffix* '-لاش//-لەش' *directly to nouns*. Therefore it is not appropriate to consider them to be Mutual Voice forms of the verb. For example:

to chat, converse, discuss - سۆھبەتلەش	to chat, talk - پاراڭلاش
to aid, assist, help	- يارىدەملەش
to compete, race	- مۇسابىقىلەش
to exchange views or opinions	- پىكىرلەش

6. The Combination of Verbal Voices

(پېئىل دەرىجىلىرىنىڭ قاتلىنىشى)

The voice forms of the verb may be expressed not only separately , but also in combination. The circumstances of the combination of verbal voices is generally as follows:

(1) Reflexive-Causative Voice (ئۆزلۈك - مەجبۇرىي دەرىجە). For example:

ئانا بالىلىرىنى كىيىندۈردى (كىي + -ن + -دۈر-).

The mother dressed her children herself.

(2) Mutual-Causative Voice (ئۆملۈك - مەجبۇرىي دەرىجە). For example:

بىز ئۇلارنى كۆرۈشتۈرۈپ قويدۇق (كۆر + -ۈش + -تۈر-).

We got them to meet each other.

(3) Causative-Passive Voice (مەجبۇرىي - مەجھۇل). For example:

ماقالىدە مۇنۇلار كۆرسىتىلگەن (كۆر + -سەت + -ىل-).

These things were pointed out in the article.

(4) Double Causative Voice (قوش مەجبۇرىي دەرىجە). For example:

مەن ئۇكامنى ئەۋەتىپ قەلەمىمنى ياساتتۇردۇم (ياسا + -ت + -تۇر-).

I sent my younger brother/sister to get my pen repaired.

(5) Causative-Mutual Voice (مەجبۇرىي - ئۆملۈك دەرىجە). For example:

ئۇلار ئات چاپتۇرۇشتى (چاپ + -تۇر + -ۈش-).

They all galloped off. (lit. They all made their horses gallop).

(6) Reflexive-Causative-Passive Voice (ئۆزلۈك - مەجبۇرىي - مەجھۇل دەرىجە). For example:

باللارنىڭ ھەممىسى پاكىز كىيىندۈرۈلگەن (كىي + -ن + -دۈر + -ۇل-).

All the children had been dressed in clean clothes.[137]

(7) Mutual-Causative-Passive Voice (ئۆملۈك - مەجبۇرىي - مەجھۇل دەرىجە). For example:

بىزنىڭ ئەھۋالىمىز تولۇق تونۇشتۇرۇلدى (تونۇ + -ش + -تۇر + -ۇل-).

Our situation was made fully known.

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[137] This is actually a passive-causative-passive construction — 'the children had been caused to be dressed ...'.

7. The Role of Voice Suffixes in Word Formation

(دەرىجە قوشۇمچىلىرىنىڭ سۆز ياساش رولى)

The voice suffixes of the verb may in turn be considered to be suffixes which derive verbs from verbs, because voice forms which have been produced by *attaching verbal voice suffixes*, apart from expressing different voice concepts and producing the Voice Category of the verb, also each take their place as lexical units among the dictionary entries and express their own unique lexical properties. As an example, let us analyse and look at the lexical characteristics of the various voice forms of the verb 'كۆرمەك':

(i) Its Original Voice form '-كۆر' expresses the lexical meaning 'كۆز بىلەن ئەكس ئەتتۈرمەك' (to cause to make a picture with the eye) and forms the basis for the formation of such words as:[138]

parade, performance, review	كۆرەك
adornment, decoration	كۆرۈك
beautiful, good-looking, handsome, pretty	كۆركەم
display, exhibition	كۆرگەزمە
bitter experience, hard lot, suffering	كۆرگۈلۈك

(ii) Its Causative Voice form '-كۆرسەت', besides expressing its own causative meaning 'ئىنسانغا كۆرۈشىگە تۈرتكە بولماق//ئىمكانىيەت بەرمەك//يول...قويماق' (to be the cause of seeing, make it possible to see, allow to see [something]), also expresses meanings such as 'ئىپادىلىمەك' (to display). For example:

He displayed diligence. تىرىشچانلىق كۆرسەتتى.

and 'گەۋدىلەنمەك' (to show off). For example:

He showed off/ He paraded himself. ئۆزىنى كۆرسەتتى.

and forms the basis for the formation of the words:

directions, directive, instructions, order	كۆرسەتمە
sign, signal; indicator, pointer	كۆرسەتكۈچ

[138] The examples given are not verbs, as suggested in the introductory passage, but nouns constructed on the basis of the original voice verb stem, which has a zero voice suffix.

(iii) Its Mutual Voice form 'كۆرۈش', besides expressing its own mutual meaning 'بىر-بىرىنى كۆرمەك' (to see one another), also expresses such lexical meanings as 'سالاملاشماق (مەلۇم رەسمىيەت ئارقىلىق)' (to greet one another [by means of a certain formality]). For example:

They greeted each other with an embrace. قۇچاقلىشىپ كۆرۈشتى.

and 'سۆزلەشمەك' (to talk to one another). For example:

مەن بۇ توغرۇلۇق ئۇنىڭ بىلەن كۆرۈشۈپ باقاي.

Let me see if I can talk this over with him.

(iv) Its Reflexive Voice form '-كۆرۈن', apart from expressing its own reflexive meaning 'ئۆزىنى كۆرسەتمەك' (to show oneself), forms the basis for the formation of the words 'كۆرۈنۈش' (scenery; a view or a scene from a drama — مەنزىرە ياكى سەھنە ئەسىرىدىكى كۆرۈنۈش) and 'كۆرۈنۈشلۈك' (act). For example:

a five act play بەش كۆرۈنۈشلۈك دراما

and so on.

§3 The Positive-Negative Category

(بولۇشلۇق ـ بولۇشسىزلىق كاتېگورىيىسى)

The Positive-Negative Category is another kind of grammatical category that is shown on the verb stem. It comes after the Voice Category and indicates that the action expressed by the verb is affirmed or negated. This category is expressed by *the addition or non-addition of the suffix '-ما//-مە' to the verb stem.* Verbs to which the '-ما//-مە' suffix has not been attached are considered to be the Positive form of the verb and indicate that the action they express is in the affirmative. For example:

سۆزلەش- ئوقۇ- ياز-

Verbs to which the '-ما//-مە' suffix has been attached are considered to be the Negative form of the verb and indicate that the action they express has been negated. For example:

سۆزلەشمە- ئوقۇما- يازما-

When introducing the formation of the various grammatical forms of the verb, the production of their negative forms has only been

dealt with where considered necessary. Otherwise only the production of the positive form is introduced and it is possible to work out from the above rule, how their negative forms are produced.
In the Uyghur language it is also possible to express the negation of an action by:

(i) ***combining the Perfect Participle with the Negative Judgment Copula*** **'ئەمەس', or by**

(ii) ***combining the Perfect Gerundal form with the word*** **'يوق'** ***in a subject-predicate relationship***. For example:

يازغىنىم يوق يازغان ئەمەسمەن

However, these means of expression have stylistic qualities and are only used in specific circumstances.[139]

§4 Aspectual Stem Forms of the Verb

(پېئىلنىڭ تۇسلۇق ئۆزەك شەكىللىرى)

Complex Stem forms which have been produced by ***adding Aspect Auxiliaries to Adverbial forms and some inflected Gerundal forms of the verb*** **are called Aspectual Stem Forms of the Verb.**

The Aspectual Stem forms of the verb express the various aspect concepts related to the circumstances of carrying out the action and produce the Aspect Category of the verb. For example:

(1) ئەخمەت خەنزۇچە ماقالە يازالايدۇ.

(1) Äkhmät is able to write articles in Chinese.

(2) ئەخمەت خەنزۇچە ماقالىلەرنىمۇ يېزىۋېرىدۇ.

(2) Äkhmät carries on writing Chinese articles as well.

(3) ئەخمەت بۇنداق ماقالىلەرنى بىرەدەمدە يېزىپ قويىدۇ.

(3) Äkhmät finishes writing such articles in a short time.

(4) ئەخمەت دائىم ئۇ بوۋايغا خەت يېزىپ بېرىدۇ.

(4) Äkhmät often writes letters for the old man.

(5) ئەخمەت ئۆزىگە يېڭى تۇيۇلغان سۆزلەرنى دەرھال يېزىۋالىدۇ.

[139] Such forms are used in literature, films, plays, etc., in the same sense as the normal negative forms.

(5) Äkhmät immediately writes down (for himself) words which are new to him.

(6) ئەخمەت ئۇنىڭغا خەت يېزىپ تۇرىدۇ.

(6) Äkhmät keeps writing (letters) to him.

In these sentences the verb 'يازـ' occurs in six Aspectual Stem forms which serve to indicate:

That the subject in sentence **(1)** is able to carry out that action.
That the subject in sentence **(2)** is unrestricted in carrying out that action.
That the action in sentence **(3)** is fixed in a state of having been carried out.
That the action in sentence **(4)** is carried out on behalf of others.
That the action in sentence **(5)** is carried out for one's own benefit.
That the action in sentence **(6)** is carried out repeatedly.

These concepts are considered to be aspectual concepts which produce the Aspect Category.

The Aspectual Stem forms of some Uyghur verbs have been abstractualized at a level which expresses one special aspect concept and have taken on the character of a special grammatical form. For example, Aspectual Stem forms which have been produced by *attaching the Aspect Auxiliaries* **'باقـ'** *or* **'كۆرـ'** *to the Associative Adverbial form of the verb* express only one aspect concept, which consists in carrying out the action in the manner of an experiment.

Aspect stem forms which have been produced by *attaching the aspect auxiliaries* **'باشلاـ'** *or* **'تۇرـ'** *to the* **'غىلى'** *Adverbial*, or by *attaching the Aspect Auxiliary* **'باشلاـ'** *to the dative case of the* **'ش'** *Gerund*, express a single aspect concept, which consists in the action beginning.

Some of these Aspectual Stem forms have even undergone phonetic changes and have become like Simple Stem forms of the verb. For example, the **Continuous Aspect Stem** form, which indicates that the action is going on continuously, and has been produced by *attaching the Aspect Auxiliary* **'ياتـ'** *to the Associative Adverbial form of the verb*, has become like a Simple Stem form, just as if it had been

produced by attaching the suffix '-ۋات//-ۇۋات/-دۋات//-ۋۋات' to the Simple Stem form of the verb, as a result of its initial 'ي' sound being dropped and the final 'پ' sound of the Associative Adverbial turning into a 'ۋ' between two vowels. For example:

قۇرۇۋات - سۆزلەۋات - يېزىۋات -

The Abilitative Aspectual Stem form of the verb, which indicates that the subject is able to carry out the action, and has been produced by *attaching the Aspect Auxiliary* '-ئال' *to the* 'ئا' *Adverbial form of the verb*, has — as a result of undergoing phonetic changes — become like a Simple Stem form, just as if it had been produced by attaching the suffix '-يالا//-يەلە' or '-لا//-لە' to a Simple Stem form ending in a vowel, or '-الا//-ەلە' to a Simple Stem form ending in a consonant. For example:

كۆرەلە - يازالا - ، سۆزلەلە - //سۆزلىيەلە - ئويناڭا - //ئويىنيالا[140]

However, a number of other Aspectual Stem forms have not been abstractualized at a level that still expresses only one aspect concept and, being unable to take on the aspect of a special grammatical form, always express several different aspect concepts. For example, if we take the Aspectual Stem form constructed by attaching the Aspect Auxiliary '-كەت' to the Associative Adverbial form of the verb:

(i) firstly, it indicates that the subject turns in an opposite direction by means of the action [i.e. moves away from]. For example:

ئۇلار كۆچۈپ كەتتى. They moved away.

(ii) secondly, it indicates that the action happens suddenly. e.g.:

ئەينەك سۇنۇپ كەتتى. The mirror (suddenly) broke.

(iii) thirdly, it indicates that the action intensifies. For example:

ھاۋا ئىسسىپ كەتتى. The weather (has) turned really hot.

(iv) fourthly, it indicates that the action begins suddenly and continues. For example:

[140] The '-لە//-لا' variant represents the spoken form and the 'يالا-//-يەلە' variant the written form.

ماڭايلى دەپ تۇرساق، يامغۇر يېغىپ كەتتى.

We were just about to go when it started to rain.

(v) fifthly, it indicates that the subject is capable of carrying out the action. For example:

ئۇ شۇنچە ئېغىر جاپالارغا چىداپ كەتتى.

He was capable of enduring such serious difficulties.

That is to say, the Aspect Category, which is produced by alternating the Aspectual Stem forms of Uyghur verbs, is a grammatical category that has already begun to be formed, but has still not been fully formed. When introducing the formation and usage of the verb's Aspectual Stem forms below, we have introduced as a certain aspect type those which have taken on the aspect of a grammatical form, and those which have not taken on the aspect of a certain grammatical form have been introduced from the point of view of the use of a particular Aspect Auxiliary.

1. The Continuous Aspectual Stem Form of the Verb

(يېتىلمىگە ئىزچىل تۇسلۇق ئۆزەك شەكلى)

The Continuous Aspectual Stem form of the verb is produced by *attaching the suffix* '-ۋات//-ۇۋات/-دۋات//-ۋۋات' *to the verb stem* (this suffix has been produced as a result of the Aspect Auxiliary '-يات', which has been attached to the Associative Adverbial form of the verb, creating phonetic changes by being combined with the Adverbial Suffix). For example:

يېزىۋات ← ۋات + -يېز - ئويناۋات ← ۋات + -ئوينا -

كۆرۇۋات← ۋات + -كۆر - قۇرۇۋات ← ۋات + -قۇر -

The Continuous Aspectual Stem form of the verb indicates that the action expressed by the verb is going on continuously. Participial, gerundal and state-tense forms produced on the basis of this stem, alternating respectively with other state participles, state gerunds and state-tense forms, **express the concept of a continuous state**. e.g.:

مەن ماقالە يېزىۋاتىمەن (ئىزچىل ھازىرقى زامان).

I am writing an article. (present continuous tense)

The person كېلىۋاتقان كىشى مېنىڭ ئاكام (ئىزچىل هاللىق سۈپەتداش). who is coming is my older brother. (continuous participle)

ئۇنىڭ مەكتەپتە ئوقۇۋاتقانلىقىنى ئاڭلىغانمەن (ئىزچىل هاللىق ئىسىمداش) I've heard that he's studying in school. (continuous gerund)

تۇنۇگۈن ئۆيگە كېتىۋېتىپ، ئۇنىڭ بىلەن پاراڭلاشتىم (ئىزچىل تۈس). I had a chat with him while going home yesterday. (continuous aspect adverbial)

مەجلىس ئېچىۋاتساق، ئۇ مەجلىسخانىغا ئىزدەپ كىرىپتۇ (ئىزچىل تۈس). He apparently came into the meeting hall to look for me while we were in a meeting. (continuous aspect hypothesis-objection mood)

It is possible for the Continuous Aspect Stem form of the verb to be produced on the basis of the verb's negative stem form. When this is the case, it indicates that the negative action is in an ongoing state of continuity. For example:

ئۇنى چاقىرىپ خەت يازسام كەلمەيۋاتىدۇ.
He's not coming, even though I wrote a letter inviting him.

ئۇ نەسىھەتنى ئاڭلىمايۋاتىدۇ، كېيىن جەزمەن پۇشايمان قىلىدۇ.
He's not listening to advice, but he'll certainly regret it later.

ئۇنىڭ بىلەن ھېچلا كۆرۈشەلمەيۋاتىمەن.
I'm just not able to get to see him at all.

The negative stem of the verb may also be produced on the basis of the Continuous Aspect stem form. When this is the case, it indicates a denial that the action is in a continuously ongoing state.

e.g.: خەت يېزىۋاتىمەن، ماقالە يېزىۋاتىمەن.
I'm not writing a letter, I'm writing an article.
They're not playing, they're working. ئۇلار ئويناۋاتمايدۇ، ئىشلەۋاتىدۇ.

The negative stem of the verb may sometimes be produced on the basis of the negative Continuous Aspect stem form of the verb. In such circumstances, a negative is denied and a positive meaning is expressed. For example:

تونۇمايۋاتمايمەن، تونۇۋاتىمەن.
I'm *not* not recognizing, I'm recognizing.[141]
He's *not* not working, he's working. ئىشلىمەيۋاتمايدۇ، ئىشلەۋاتىدۇ.

2. The Abilitative Aspectual Stem Form

(ئىمكان تۈسلۈك ئۆزەك شەكلى)

The Abilitative Aspectual Stem form of the verb is produced by *attaching the suffix* '-يالا-//-يەلە-' or '-لا-//-لە-' *to verb stems which end in a vowel*, or by *attaching the suffix* '-ئالا-//-ئەلە-' *to verb stems which end in a consonant* (These suffixes have been produced as a result of the adverbial suffix of the '-ئال' Auxiliary undergoing phonetic changes after being attached to the 'ئا' Adverbial).

e.g.: ئوينا + -لا ← ئوينالا- (ئوينا + -يالا ← ئوينيالا-)
سۆزلە + -لە ← سۆزلەلە- (سۆزلە + -يەلە ← سۆزلىيەلە-)
ياز + -الا ← يازالا-
كۆر + -ەلە ← كۆرەلە-

The Abilitative Aspectual Stem form of the verb indicates that the subject of the action is capable of, or has the possibility of, carrying out the action. For example:

مەن يازالىغان ماقالىنى سەنمۇ يازالايسەن.
You could also have written the article which I've been able to write.

بۇگۈن ئۇنىڭ كېلەلىشى ناتايىن.
It's uncertain whether he'll be able to come today.

ئەخمەت بىلەن كۆرۈشەلىسىڭىز، مەندىن سالام ئېيتىپ قويۇڭ.
If it's possible for you to see Äkhmät, please pass on my regards.

When the negative suffix is *attached to the Abilitative Aspectual Stem form of the verb*, the final 'ئا' or 'ئە' of the stem is omitted. e.g.:

يازالا + -ما ← يازالما-
ئوينيالا + -ما ← ئوينيالما-
كۆرۈشەلە + -مە ← كۆرۈشەلمە-

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[141] Such a construction with the verb 'to recognize' would be in the present (imperfect) tense in English.

3. The Unrestricted Aspectual Stem Form

(چەكلىمسىز تۇسلۇك ئۆزەك شەكلى)

The Unrestricted Aspectual Stem Form of the verb is produced by *attaching the suffix* '-ۋەر-//-پەر-' *to the verb stem* (This suffix has been produced as a result of the adverbial suffix of the auxiliary '-پەر' undergoing phonetic changes after being attached to the 'ئا' Adverbial). For example:

سۆزلە + -ۋەر ← سۆزلەۋەر-

ياز + -پۇەر ← يېزپۇەر-

The Unrestricted Aspectual Stem form of the verb indicates that the action occurs or continues without restriction. For example:

قاچان كەلگۈنچە كەلسە، **كېلىۋېرىڭ.**

(Go ahead and) come whenever you feel like coming.

I don't care, I'm going to go ahead and go. **چاتىقىم يوق، بېرىۋېرىمەن.**

Get up! Are you still sleeping? **تۇر، ئۇخلاۋېرەمسەن؟**

بۇ يەردە تۇرىۋەرمەي ئۆيگە كىرىپ كېتەيلى.

Let's not just stand here; let's go in.

پايدىسى يوق گەپنى قىلىۋېرىشنىڭ هاجىتى يوق.

There's no need to keep on spreading harmful rumours.

Please don't get me wrong, I just went ahead and said what came to mind. **مەن كاللامغا كەلگەننى دەۋەردىم،** توغرا چۈشىنىڭ.

The Unrestricted Aspectual Stem form of the verb is also produced on the basis of the negative stem form of the verb. This form indicates that the subject is free not to carry out the action. For example:

I don't have to write if I don't want to. **يازمىسام يازماۋېرىمەن.**

You don't have to come if you don't want to. **كەلمىسەڭ كەلمەۋەر.**

4. The Experimental Aspectual Stem Form of the Verb

(سىناق تۇسلۇك ئۆزەك شەكلى)

The Experimental Aspectual Stem form of the verb is constructed by *adding the* '-باق' *Auxiliary to the Associative Adverbial form.* It may also sometimes be constructed by *adding the* '-كۆر' *Auxiliary.* For example:

دەپ باق- كۆرۈپ باق- يېزىپ باق- بېرىپ باق-

[142] دەپ كۆر- سوراپ كۆر- ئىشلەپ كۆر-

The Experimental Aspectual Stem form of the verb indicates that the action is carried out as an experiment or for the purpose of learning about a certain matter.[143] For example:

مۇنۇ دورىنى يەپ **بېقىڭ،** پايدا قىلىپ قالسا ئەجەب ئەمەس.

Try taking this medicine, I'm sure it'll prove beneficial.

Come on, have a go at reading your poem and we'll see what it sounds like. قېنى شېئىرىڭىزنى **ئوقۇپ بېقىڭ،** بىز بىر **ئاڭلاپ باقايلى.**

بىز بۇ مەسىلىنى يەنە بىر قېتىم مۇزاكىرە **قىلىپ باقايلى.**

Let's have another go at discussing this problem.

I had a go at counting it, it's correct. **ساناپ كۆردۈم،** دۇرۇس ئىكەن.

مەن **سوراپ كۆردۈم،** بىلمەيدىكەن.

I tried asking, but he apparently didn't know.

The Experimental Aspectual Stem form of the verb may also be constructed on the basis of the negative form of the Associative Adverbial. This form indicates a negative action in the manner of an experiment. For example:

بۇ دورىنى بىرنەچچە كۈن ئىچمەي بېقىڭ.

Try not taking this medicine for a few days.

I tried not saying anything to see whether he would recognize me or not. تونامدۇ - تونۇمامدۇ دەپ **گەپ قىلماي باقتىم.**

When the Experimental Aspectual Stem form of the verb occurs in the negative form, it indicates that the subject of the action is inexperienced as regards that action. For example:

I've never been here before. مەن بۇ يەرگە **كېلىپ باقمىغان.**

I've never yet tried writing poetry. مەن تېخى شېئىر **يېزىپ باقمىدىم.**

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[142] The constructions with '-كۆر' are not used in speech.

[143] The experimental aspect may also be used to indicate doing something a single time.

5.The Commencement Aspectual Stem Form of the Verb

(باشلانما تۇسلۇك ئۇزەك شەكلى)

The Commencement Aspectual Stem form of the verb is constructed by adding the 'باشلا ـ' Auxiliary to the 'غىلى' Adverbial form or to the dative case form of the 'ش' Gerund, or by adding the 'تۇر ـ' Auxiliary to the 'غىلى' Adverbial form. For example:

يازغىلى باشلا ـ //يېزىشقا باشلا ـ //يازغىلى تۇر ـ

كەلگىلى باشلا ـ //كېلىشكە باشلا ـ //كەلگىلى تۇر ـ

ئوقۇغىلى باشلا ـ //ئوقۇشقا باشلا ـ //ئوقۇغىلى تۇر ـ

The Commencement Aspectual Stem form of the verb indicates that the action begins to come into existence. For example:

يېڭى ئوقۇغۇچىلار كەلگىلى (كېلىشكە) باشلىدى.

The new students began to arrive.

بۇ يەردە 3 ـ ئاي كىرىشى بىلەن گۈللەر ئېچىلىشقا (ئېچىلغىلى) باشلايدۇ.

Here the flowers start to open at the beginning of March.

He's started bringing up — ئۇ يەنە كونا خامانىنى سورۇغىلى تۇردى.

old issues again. (lit. He's started winnowing old grain again.)

ئەتىگەن ئۇتكىلى تۇرغان نامايىشچىلار كەچكىچە ئۇتتى.

The demonstrators, who had begun passing by in the early morning, passed by until evening.

6. The Usage of the Aspect Auxiliary 'قال ـ'

(تۆس يارەمچىسى «قال ـ »نىڭ قوللىنىلىشى)

1) Combined with the Associative Adverbial form of Intransitive verbs and specific Transitive verbs, it expresses the following meanings:

A. It indicates that intransitive actions are fixed in a state of having been carried out or completed. In other words, when this form is used, the issue is not about the fact that the subject carries out the action, but about his being fixed in a state of having carried out the action. For example, if we say, 'ئۇلار سائەت 11دە ياتىدۇ' (They go to bed at 11 o'clock), here it is the fact that the [plural] subject has

carried out the action 'يات ـ' which is under consideration; but if we say, 'تېزرەك بارايلى، بولمىسا ئۇلار يېتىپ قالىدۇ', (Let's hurry, otherwise they will have gone to bed) here it is the fact that the subject is fixed in a state of having carried out the action 'يات ـ' which is being considered. The same situation also applies in the following examples:

ئاستا گەپ قىلىڭلار، بالا ئۇخلاپ قالدى.

Please speak quietly, the child is asleep (lit. has gone to sleep).

تامىقىڭنى چاپسان يە، سوۇۇپ قالىدۇ.

Eat your food up quickly or it will have gone cold.

ئۇنىڭ ھارۋىسى پاتقاقا پېتىپ قالغانىكەن، چىقىرىشىپ بەردۇق.

His cart had sunk in the mud so we helped get it out.

B. It indicates that the action has turned into a frequent matter. When it occurs in this sense it is primarily combined with verbs indicating actions whose execution it is not possible to prolong. e.g.:

مېنىڭ ئىككى تال چىشىم مىدىرلاپ قالدى.

Two of my teeth keep wobbling.

يۆتىلىپ قاپسەنغۇ، نېمە بولدى؟

You've been coughing a lot, what's the matter?

He's on about it again. — ئۇ يەنە سۆزلەپ قاپتۇ.

C. It introduces the aspect of chance into the occurrence of the action. For example:

كىچىك ۋاقتىمدىكى بىر ئىش يادىمغا چۈشۈپ قالدى.

I unexpectedly remembered something from my childhood.

ئۇ ئاغرىپ قېلىپ دەرسكە كېلەلمىدى.

He was taken ill and couldn't come to class.

بىر كۈنى مەن ئۇنى كوچىدا كۆرۈپ قالدىم.

I saw him in the street one day by chance.

D. It indicates the speaker's feeling that the action may be limited to this one occasion. For example:

ناخشىڭنى بىزگىمۇ ئېيتىپ بېرىڭ، بىزمۇ بەھرىمەن بولۇپ قالايلى.

Please sing your song for us too, and let us have the chance to enjoy it (this once).

ئىنتايىن ياخشى كىتاب ئىكەن، ئەپسۇسكى بىرلا قېتىم **ئوقۇپ قالدىم.**
It's an excellent book; unfortunately I've only read it the once.

E. It indicates that the action has almost been completed or is about to be carried out. When it occurs in this sense it is basically combined with verbs which indicate actions whose process of completion can last for quite a long time. For example:

بۇ مەۋسۇممۇ **ئاخىرلىشىپ قالدى**، بىر ھەپتىدىن كېيىن ئىمتىھان باشلىنىدۇ.
This semester has almost ended too, in one week's time the examinations will begin.

بېنزىن **تۈگەپ قالدى**، ئالدىمىزدىكى بېكەتتىن ماي جىقلىمساق بولمايدۇ.
The petrol has almost run out, we'll have to fill up at the next petrol station.

بۇ بىنامۇ **پۈتۈپ قالدى**، بىر ـ ئىككى ئاينىك ئىچىدە كۆچۈپ كىرىمىز.
This apartment block is almost completed as well, we'll move in within a month or two.

تاماق ۋاقتى **بولۇپ قالدى**، ئاشخانا تەرەپكە ماڭايلى.
It's just about meal time, let's head for the canteen.

2) When combined with the negative Associative Adverbial form based on the Abilitative Aspectual Stem, it indicates the subject entering a state of being unable to perform the action, or introduces an element of chance to that negative action. For example:

ئۇ ھاياجانلىنىپ گەپ **قىلالماي قالدى.**
He was so affected that he became unable to speak.

خېلى ياخشى تەييارلىق قىلغانىدى، بەك جىددىيلىشىپ كېتىپ **جاۋاب بېرەلمەي قالدى.**
He had prepared really well, but he became very nervous and found himself unable to answer the questions.

3) When combined with the negative Associative Adverbial form of some verbs, it gives an element of chance to the action, or intensifies the negativity of the action. For example:

خىش **يەتمەي قالدى**، بولمىسا بۇگۈن تۈگەيتتى.
It just so happened that there weren't enough bricks, otherwise it would have been finished today.

ئاۋادا ئۇ **كەلمەي قالسا**، بېلەتنى ساڭا بېرەي.
If he happens not to come, I'll give the ticket to you.

ئۇ ئوكۇل قويۇشقا بەك ئۇستا، **سەزمەي قالسەن.**
He's really skilled at giving injections, you won't feel a thing.

4) In the negative form and combined with the negative Associative Adverbial, it expresses the following meanings:

A. It indicates that the action will inevitably happen. For example:

ئۇ ھەر قېتىمقى يىغىنغا **قاتناشماي قالمايدۇ** (چوقۇم قاتنىشىدۇ).
He's sure to attend every meeting.

They can't *not* have heard this news./They're bound to have heard this news. بۇ خەۋەرنى ئۇلار **ئاڭلىماي قالمىدى** (چوقۇم ئاڭلىدى).

ئىشقىلىپ **كەلمەي قالما** (چوقۇم كەل).
Anyway, you can't *not* come./Anyway, you've *got* to come.

B. It expresses a positive meaning by negating a negative For example:

بۇ ئىش ئاخىر ئۇنىڭغا **ئاڭلاتماي قالمىدى** (ئاڭلاندى)
This matter finally came to his attention.

بۇنداق كەلگۈلۈكلەر ئۇنىڭ بېشىغىمۇ **كەلمەي قالمىدى** (كەلدى).
Such misfortunes befell him too.

7. The Usage of the Aspect Auxiliary '-قوي'

(تۆس ياردەمچىسى «-قوي» نىڭ قوللىنىلىشى)

1) When combined with the Associative Adverbial form of transitive verbs and specific intransitive verbs, it expresses the following meanings:

A. It indicates that transitive actions are fixed in a state of having been carried out. That is to say, this meaning of the auxiliary verb '-قوي' is substantially the same as that of section 1) A of the auxiliary verb '-قال' introduced above. The only point of difference appears to be that the former (-قوي) is combined with transitive verbs and the latter (-قال) with intransitive verbs. For example:

مەنسەپ بېرىپ ئۆيۈمنى **تارلاشتۇرۇپ قويدىڭىز.** (نەسىردىن ئەپەندى لەتىپلىرى)
By giving me a higher position you've made my house shrink (i.e. my house is no longer big enough for all the

presents I'm given). ('Anecdotes of Näsirdin Effendi')

(cf. Since I took up a higher position my house has become too small.) (سېلىشتۇرۇڭ: مەنسەپكە چىقىپ ئۆيۈم تارلىشىپ قالدى.)

بىر قىسىم مەسىلىلەرگىلا دىققەت قىلىپ، باشقىلارنى تاشلاپ قويساق بولمايدۇ.

It won't do for us to just pay attention to one set of problems and ignore the others.

(سېلىشتۇرۇڭ: ... باشقىلارى تاشلىنىپ قالسا بولمايدۇ)

(cf. It won't do ... if the others are ignored.)

دىققەت قىلمساق بىزنى پاسسىپ ئورۇنغا چۈشۈرۈپ قويىدۇ.

If we don't take care they'll land us in a difficult position.

(سېلىشتۇرۇڭ: دىققەت قىلمساق پاسسىپ ئورۇنغا چۈشۈپ قالىمىز.)

(cf. If we don't take care we'll be landed in a difficult position.)

B. It introduces an element of chance to transitive actions, that is to say, this meaning of the auxiliary verb '-قوي' is substantially the same as that of section 1) C of the auxiliary verb '-قال' introduced above. The only point of difference appears to be that the former (-قوي) is combined with transitive verbs and the latter (-قال) basically with intransitive verbs. For example:

ئۇنىڭغا تەگمەڭ، بۇزۇپ قويىسىز.

Please don't touch it, you might (accidentally) break it.

(سېلىشتۇرۇڭ: ئۇنىڭغا تەگمەڭ، بۇزۇلۇپ قالىدۇ.)

(cf. Please don't touch it, it might (accidentally) break.)

سوغۇق سۇ ئىچمەڭ، ئاغرىتىپ قويىدۇ.

Don't drink unboiled water; it might make you ill.

(سېلىشتۇرۇڭ: سوغۇق سۇ ئىچمەڭ، ئاغرىپ قالىسىز.)

(cf. Don't drink unboiled water or you might become ill.)

C. It indicates that the action is carried out first for the sake of a certain matter. For example:

مەجلىسخانىنى تەييارلاپ قويۇڭلار، بۈگۈن مەجلىس بار.

Please prepare the conference hall, there's a meeting today.

ئۇنىڭغا ۋەدە بېرىپ قويغان، بارمىسام بولمايدۇ.

I've given him my promise, so it wouldn't do for me not to go.

مەن بۇ ئىشقا ئىدىيە جەھەتتىن تەييارلىق كۆرۈپ قويدۇم.

I've given some preparatory thought to the matter.

I put your book with those of Äkhmät's family; please help yourself to it. كىتابىڭىزنى ئەخمەتلەرنىڭكىدە قويۇپ قويدۇم، ئېلىۋېلىڭ.

D. It indicates that the action happens in this way just once. e.g.:

ئۇ بىزگە قاراپ كۈلۈپ قويدى، ئارتۇق گەپ ـ سۆز قىلمىدى.

He looked at us and smiled, but didn't say a word.

ئۇ بىر يۆتىلىپ قويۇپ، سۆزىنى داۋاملاشتۇردى.

He coughed once and carried on speaking.

ئۇ قاملاشمىغان گەپلەرنى قىلىشقا باشلىغاندى، ئاستا پېشىنى تارتىپ قويدۇم.

He had begun to say some improper things, so I quietly pulled the bottom of his jacket.

In many instances this meaning of the Auxiliary '-قوي' introduces an element of formality or triviality to the execution of the action. For example:

چاقچاق قىلىپ قويسام، خاپا بولۇۋاتىدۇ.

When I made a joke he got angry.

ئەپۇ سوراپ قويساڭ بولدى ئەمەسمۇ.

Wouldn't it have been better if you'd said sorry?

ئۇلارنىڭ ئۆيىگە بىر بېرىپ قويمىساق بولمايدۇ.

It wouldn't do not to pay them a visit.

2) When combined with the negative Associative Adverbial form of some verbs, it introduces an element of decisiveness to the negative action. For example:

ۋاقتىڭ بولمىغاندىن كېيىن بارماي قوي.

Since you don't have time, don't go!

پۇل بەرسەم ئالماي قويدى.

When I offered him money he wouldn't take it.

كۆپ زورلىدىم، كىرمەي قويدى.

I pressed him hard, but he wouldn't come in.

3) In the negative form and combined with the negative Associative Adverbial form of the verb, it indicates that the subject does not stop until the action is completed. For example:

I won't give up until I've found it. ئۇنى تاپماي قويمايمەن.

ئۇ بىر ئىشنى باشلىسا، باشقا ئىلىپ چىقماي قويمايدۇ.

When he starts something, he doesn't stop until he's brought it to completion.

ئۇ بىر مەسىلىگە دۇچ كەلسە، شۇنىڭ تېگىگە يەتمەي قويمايدۇ.

When he faces a problem, he doesn't give up until he's got to the bottom of it.

8. The Usage of the Aspect Auxiliary 'كەت-'

(تۈس ياردەمچىسى «كەت-»نىڭ قوللىنىلىشى)

1) When combined with the Associative Adverbial form of intransitive and certain transitive verbs, it expresses the following meanings:

A. It indicates that, by means of that action, the subject enters a state of having moved in an opposite direction [i.e. away from a present position]. **That is to say, here the meaning of 'كەت-' is relatively concrete**. For example:

ئۇلار يېقىندا بۇ يەردىن كۆچۈپ كېتىدۇ.

They will soon move away from here.

ئۇ مۇشۇ هويلىغا كىرىپ كەتكەن، تېخى چىقمايۋاتىدۇ.

He went into this courtyard and he still hasn't come out.

ــ پەرىجەم سۈپىدىن چۈشۈپ كەتكەن، ــ دەپتۇ ئەپەندىم. (نەسىردىن ئەپەندى لەتىپلىرى)

'My gown has fallen from the sitting platform', said the Effendi. (Anecdotes of Näsirdin Effendi)

B. It indicates intransitive actions entering a state of being suddenly or entirely completed. For example:

ئاستا گەپ قىلىڭلار، بالا ئويغىنىپ كېتىدۇ.

Please speak quietly or the child will wake up.

چىنە قولۇمدىن چۈشۈپ كېتىپ سۇنۇپ كەتتى.

The bowl fell from my hand and broke in pieces.

Don't keep pulling it or it will break. تارتىۋەرمە، ئۈزۈلۈپ كېتىدۇ.

If you just take this medicine for a few days you'll recover completely. مۇشۇ دورىنى بىرنەچچە كۈن ئىچسىڭىزلا ساقىيىپ كېتىسىز.

ئۇ ھازىر پۈتۈنلەي ئىلىمگە بېرىلىپ كەتتى.

He has now devoted himself entirely to learning.

ــ ئاخشام هويلاڭلاردا غوۋغا كۆتۈرۈلۈپ كەتتىغۇ؟ (نەسىردىن ئەپەندى لەتىپلىرى)

'Did a row suddenly break out in your yard yesterday evening?' (Anecdotes of Näsirdin Effendi)[144]

C. It plays a role in intensifying intransitive actions with respect to degree, number of times, duration and other related aspects. e.g.:

The weather has become really hot. ھاۋا ئىسسىپ كەتتى.

My head is really aching. بېشىم ئاغرىپ كېتىۋاتىدۇ.

ئۆپكە ـ ھېسىپ ئەپەندىمگە تېتىپ كېتىپتۇ.

The lungs and intestines tasted delicious to the Effendi.

مەن تولا بېرىپ كەتتىم، ئەمدى باشقا بىرى بارسۇن.

I've been many times, now let someone else go.

(ئادەملەر) كارىدورلاردىمۇ يېتىپ كېتىپتۇ.

People were lying stretched out in the corridors too.

Whose child is this? He's been crying for a very long time/... He's been crying a great deal. كىمنىڭ بالىسى بۇ، بەك يىغلاپ كەتتىغۇ؟

D. It indicates that the action begins all at once and continues. e.g.:

ماڭايلى دەپ تۇرساق، يامغۇر يېغىپ كەتتى.

Just as we were about to set out it started to rain.

ئۇ بۇ گەپنى ئاڭلاپ ئىختىيارسىز كۈلۈپ كەتتى.

When he heard this he (involuntarily) burst out laughing.

ئۇ ئۆيگە كىرىپلا سۆزلەپ كەتتى.

As soon as he entered the house he started talking.

E. It indicates that the subject is capable of carrying out the action. For example:

He's a very courageous person; he was able to endure such great hardships. غەيرەتلىك ئادەم ئىكەن، شۇنچە جاپالارغا چىداپ كەتتى.

He's also apparently very strong, he was able to lift such a heavy object. كۆچ دېگەنمۇ بار ئىكەن، شۇنچە ئېغىر نەرسىنى كۆتۈرۈپ كەتتى.

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[144] This example is under subsection C in the Uyghur text, but is inappropriate there.

2) When combined with the negative Associative Adverbial form of some verbs, it indicates that the negative state of the verb lasts for a long time. For example:

سېنىڭ بۇ ئىشىڭمۇ تۈگىمەي كەتتى.

This task of yours is never-ending too.

I wonder what kind of illness this can be that hasn't got better after all this time! قانداق كېسەلكىنە، ساقايمايلا كەتتىغۇ!

بۇ ۋاقىتنىڭ توشماي كەتكىنىنى دېمەمسەن.

You're right about this time dragging on and on.

9. The Usage of the Aspect Auxiliary 'ـئەت'

(تۈس يارىدەمچىسى «ـئەت» نىڭ قوللىنىلىشى)

When this Aspect Auxiliary is combined with the Associative Adverbial, the final 'پ' of the Associative Adverbial changes to a 'ۋ'. e.g.:

ياساپ + ئەت ← ياسىۋەت ـ يېزىپ + ئەت ← يېزىۋەت ـ

To look at, this 'ـئەت' appears to be identical to the verb 'ـئەت' in 'تاماق ئەت ـ' (to prepare food). For that reason, in most grammatical works relating to the Uyghur language, the origin of this 'ـئەت' is understood as the 'ـئەت' of 'تاماق ئەت ـ'. However, when looked at from the point of view of meaning, there is no connection at all between 'ـئەت' in the role of an auxiliary verb and the 'ـئەت' of 'تاماق ئەت ـ'. 'ـئەت' in the role of an auxiliary verb is sometimes synonymous with 'ـتاشلا' in the role of an auxiliary verb. For example:

he burst out laughing كۈلۈۋەتتى = كۈلۈپ تاشلىدى

On the other hand, in the Turpan dialect the auxiliary 'ـئات' is used in place of 'ـئەت'. For example:

he burst out laughing كۈلۈۋاتتى

On this basis it is possible to surmise that this auxiliary verb may originally have been 'ـئات'. In his work «هازىرقى زامان ئۇيغۇر تىلى» (*Modern Uyghur*), the Soviet Turkologist Ämir Näjip considers the origin of this auxiliary verb to be 'ـئەۋەت'. There are some grounds for this opinion also, because, in several Turkic languages, a verb which corresponds to the Uyghur verb 'ـئەۋەت' is used in place of this auxiliary

verb. For example, in Uzbek — 'ـيۈبور' is used, and in Kazakh and Kirghiz — 'ـجىبەر'. In short, there is a need to study the etymology of this auxiliary verb further.

This auxiliary verb is used as follows:

1) It has substantially the same meaning as that of sections 1) A, B and C of the auxiliary verb 'ـكەت' introduced above. The only point of difference between 'ـئەت' and 'ـكەت' appears to be that *the former is combined with transitive verbs and the latter with intransitive verbs.* For example:

They made them move (away). ئۇلارنى كۆچۈرۈۋەتتى.

(cf. They moved away. (سېلىشتۇرۇڭ: ئۇلار كۆچۈپ كەتتى.

He sent his child into the house. ئۇ بالىسىنى ئۆيگە كىرگۈزۈۋەتتى.

(سېلىشتۇرۇڭ: ئۇنىڭ بالىسى ئۆيگە كىرىپ كەتتى.)

(cf. His child went into the house.)

مەن ئۇنى ئۆستەكتىن ئۆتكۈزۈۋېتىپ قايتىپ كەلدىم.

I took him across the irrigation channel and then returned.

(سېلىشتۇرۇڭ: ئۇ ئۆستەكتىن ئۆتۈپ كەتكەندىن كېيىن قايتىپ كەلدىم.)

(cf. After he had crossed the irrigation channel I returned.)

ئاستا گەپ قىلىڭلار، بالىنى ئويغىتىۋېتىسىلەر.

Please speak softly, you'll wake the child.

(سېلىشتۇرۇڭ: ئاستا گەپ قىلىڭلار، بالا ئويغىنىپ كېتىدۇ.)

(cf. Please speak softly or the child will wake up.)

The wind broke the window. شامال دېرىزىنى سۇندۇرۇۋېتىپتۇ.

(سېلىشتۇرۇڭ: دېرىزە شامالدا سۇنۇپ كېتىپتۇ.

(cf. The window broke in the wind.

مۇشۇ دورىنى ئىچسىڭىز كېسىلىڭىزنى پۈتۈنلەي ساقايتىۋېتىدۇ.

If you take this medicine it will cure your illness completely.

(سېلىشتۇرۇڭ: مۇشۇ دورىنى ئىچسىڭىز، كېسىلىڭىز پۈتۈنلەي ساقىيىپ كېتىدۇ.)

(cf. If you take this medicine you(r illness) will get completely better.)

ئۇ ھازىر ئۆزىنى ئىلىمگە بېرىلىۋەتتى.

He has now devoted himself entirely to learning.

(سېلىشتۇرۇڭ: ئۇ ھازىر ئىلمىگە بېرىلىپ كەتتى.)
(cf. He has now become entirely devoted to learning.)
Why have you made the room so hot? ئۆيىنى نېمانچە ئىسسىتىۋەتتىڭ؟
(سېلىشتۇرۇڭ: ئۆيى نېمانچە ئىسسىپ كەتتى.
(cf. How hot the room is/has become!
ھېلىقى دورا ئىچمىنى قىزىتىۋەتتى.
That medicine really gave me a warm glow.
(سېلىشتۇرۇڭ: ھېلىقى دورىنى ئىچىپ ئىچىم قىزىپ كەتتى.)
(cf. When I drank that medicine I really had a warm glow.)
ئۇنى تولا ماڭدۇرۇۋەتتۇق، ئەمدى ئۆزىمىز بارايلى.
We've sent him many times, now let's go ourselves.
(سېلىشتۇرۇڭ: ئۇ تولا مېڭىپ كەتتى، ئەمدى ئۆزىمىز بارايلى.)
(cf. He's been many times, now let's go ourselves.)

2) It sometimes indicates that the action is carried out involuntarily.
e.g.: ئۇنىڭ گېپىنى ئاڭلاپ كۈلۈۋەتتىم.
On hearing what he said I burst out laughing.
نېمە دەۋەتكەنلىكىمنى ئۆزۈممۇ بىلمەي قالدىم.
Even I don't know what I came out with.

3) It sometimes indicates that the action is carried out with decisive resolution. For example:

ھېلىقى مەجلىسنى بۈگۈن ئېچىۋېتەيلى.
Let's go ahead and hold that meeting today.
We went ahead and rested today. بۈگۈن دەم ئېلىۋەتتۇق.
ھېلىقى لۇغەتتىن مەنمۇ بىرنى ئېلىۋەتتىم.
I went ahead and bought one of those dictionaries too.

10. The Usage of the Aspect Auxiliary 'تاشلا-'

(تۆس يارىدەمچىسى «تاشلا-»نىڭ قوللىنىلىشى)

When the verb 'تاشلا-' functions as an Aspect Auxiliary, it is, in specific circumstances, used in the same sense as the above auxiliary verb 'ئەت-'.[145] For example:

شاكىلىنى چىقىرىپ تاشلاپ (چىقىرىۋېتىپ)، مېغىزىنى قوبۇل قىلىش كېرەك.
We must remove and discard the shell and accept the kernel. (cf. Don't throw out the baby with the bath water.)
دۇشمەننىڭ پىلانلىرىنى بىتچىت قىلىپ تاشلىدۇق (بىتچىت قىلىۋەتتۇق).
We completely crushed the enemy's plans.
ئۇنىڭ گېپىنى ئاڭلاپ كۈلۈپ تاشلىدىم (كۈلۈۋەتتىم).
On hearing what he said I burst out laughing.

11. The Usage of the Aspect Auxiliary 'ئال-'

(تۆس يارىدەمچىسى «ئال-»نىڭ قوللىنىلىشى)

When the verb 'ئال-' functions as an Aspect Auxiliary, it is *combined with the Associative Adverbial form of the verb* and expresses the following meanings (when this auxiliary verb combines with the adverbial, the final 'پ' of the adverbial changes into a 'ۋ'):

1) It indicates that the objective or the effect of the action is directed towards the subject or is transferred to the subject's ownership. For example:

ئۇلار بۇ يىل ئىككى ئېغىز ئۆي سېلىۋالدى.
This year they built themselves a two-roomed house.
مەن بۇ ماتېرىياللارنى گېزىتتىن كۆچۈرۈۋالدىم.
I copied out this material (for myself) from the newspaper.
ئەپەندىم خېرىدارلارغا سەت كۆرۈنمىسۇن دەپ ئېشىكىنىڭ قۇيرۇقىنى كېسىۋېلىپ، خۇرجۇنىغا سېلىۋاپتۇ.
So that it would not appear ugly to the customers, the Effendi cut off his donkey's tail and put it into his saddlebag.

2) It indicates that the subject is the beneficiary of the action. e.g.:

بەك ھېرىپ كەتتىم، بىرئاز دەم ئېلىۋالاي.
I'm really tired; let me take a short rest.

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[145] It also sometimes has the sense of doing something accidentally. e.g. بۇ دورىنى ئىچىپ تاشلىماسلىك(ىكىز) كېرەك. Don't drink this medicine by mistake. [cf. بۇ دورىنى ئىچىۋېتىشىكىز كېرەك You must finish off all this medicine.]

بىرئاز **ئۇخلىۋال**، بۇگۈن ئاخشام يەنە ئىشلەيمىز.

Have a little nap, we'll work again this evening.

Let's eat and then work. تاماق **يەۋېلىپ** ئاندىن ئىشلەيلى.

3) It indicates carrying out the action by taking advantage of a certain opportunity. For example:

Work while you have the strength. كۈچۈڭنىڭ بېرىدا **ئىشلىۋال**.

We had the opportunity to meet up with all our comrades in today's meeting. بۈگۈنكى يىغىندا ھەممە يولداشلار بىلەن **كۆرۈشۈۋالدۇق**.

Let's try and make it home before it rains. يامغۇر ياغقىچە ئۆيگە **يېتىۋالايلى**.

4) It indicates that the action is executed for protection or to show resistance. For example:

يامغۇر بەك قاتتىق يېغىپ كەتكەندى، كۆۋرۈكنىڭ ئاستىغا **كىرىۋالدۇق**.

It had suddenly begun to rain very hard, so we sheltered under a bridge.

There's no water to be had on this road, so let's take a bit more to cover ourselves. بۇ يولدا سۇ يوق، سۇنى كۆپرەك **ئېلىۋالايلى**.

ئۇلار يوغان بىر تاشنىڭ كەينىگە **ئۆتۈۋېلىپ**، نەچچە سائەت ئېتىشتى.

Switching their position to behind a big rock, they exchanged fire for several hours.

He sat down and refused to move. **ئولتۇرۇۋېلىپ** ماڭغىلى ئۇنىمىدى.

5) *When combined with certain verbs*, it indicates that the action is carried out in pretence. For example:

ئۇ دۈشمەن ئەسكەرلىرىنى كۆرۈش بىلەنلا توكۇر كىشى بولۇپ **ئاقساقلىۋاپتۇ**.

As soon as he saw the enemy soldiers, he pretended to limp like a lame man.

Pretending ئۇ **گاچا بولۇۋېلىپ**، بىرنەچچە يىلغىچە بىر ئېغىزمۇ گەپ قىلمىدى.

to be dumb, he didn't speak a single word for several years.

ئاڭلىمىغان بولۇۋېلىپ، جىم ئولتۇرغىنىنى قاراڭلار ئۇنىڭ.

Look at him sitting quietly, pretending not to have heard.

12. The Usage of the Aspect Auxiliary '-بەر'

(تۈس ياردەمچىسى «-بەر» نىڭ قوللىنىلىشى)

When *combined with the Associative Adverbial form of the verb*, it expresses the following meanings:

1) It indicates that the action is executed for the sake of something else or directed towards someone else. For example:

ئۇ بىزگە بولغان ۋەقەنى **سۆزلەپ بەردى**.

He related to us the event which had occurred.

ـــ سىزگە خەت **يېزىپ بەرسەم**، ئاغىنىڭىزگە ئۆزەم **ئوقۇپ بەرسەم** بولىدۇ، ـــ دەپتۇ ئەپەندىم.

'If I write a letter for you, I'll have to read it to your friend myself,' said the Effendi.

He built a dovecote for his pigeons. ئۇ كەپتەرلىرىگە ئۇۋا **ياساپ بەردى**.

ئۇ ماڭا دەردىنى ئېيتىپ بىرمۇنچە **يىغلاپ بەردى**.

Telling me of her sufferings, she shed several tears over them.

2) It indicates that the action is beneficial for the occurrence of a certain matter. For example:

كۆپرەك **ھەرىكەت قىلىپ بەر**، بولمىسا سەمرىپ كېتىسەن.

Do more exercise, otherwise you'll get really fat.

بۈگۈن ھاۋا **سالقىن بولۇپ بەردى**، شۇڭا ئىش ئايىندى.

The weather was pleasantly cool today, so the work went well.

بىر - ئىككى قېتىملا يامغۇر **يېغىپ بەرسە**، ئىشىمىزنىڭ دۆڭ بولغىنى شۇ.

If only it would rain a couple of times, it would be really good for our work.

13. The Usage of the Aspect Auxiliary '-بول'

(تۈس ياردەمچىسى «-بول» نىڭ قوللىنىلىشى)

When *combined with the Associative Adverbial form of the verb*, it indicates that the action is carried out in full, or is related to all relevant objects. For example:

ئەپەندىم **يۇيۇنۇپ بولۇپ**، باشقىلاردىن كۆپرەك ھەق تۆلەپ چىقىپ كېتىپتۇ.

(نەسىردىن ئەپەندىلەتىپلىرى)

The Effendi finished washing himself, paid more than the others, and went out. ('Anecdotes of Näsirdin Effendi')

I'll finish reading this book today. بۇ كىتابنى بۈگۈن **ئوقۇپ بولىمەن.**

I wasn't able to finish (doing) all the homework; there's a little left. مەن تاپشۇرۇقنى **ئىشلەپ بولالمىدىم**، ئازراق قالدى.

All who are coming have arrived, so let's begin the meeting. كېلىدىغانلارنىڭ ھەممىسى **كېلىپ بولدى**، مەجلىسنى باشلايلى.

I've finished distributing this material to all the students and there's still a little left over. بۇ ماتېرىيالنى ئوقۇغۇچىلارنىڭ ھەممىسگە **بۆلۈپ**، يەنە ئازراق ئېشىپ قالدى.

14. The Usage of the Aspect Auxiliary '-چىق'

(تۆس ياردەمچىسى «-چىق» نىڭ قوللىنىلىشى)

When *combined with the Associative Adverbial form of the verb*, it expresses the following meanings:

1) It indicates that the action is connected from start to finish with a related object or state.[146] For example:

كۆرگەزمىنى **كۆرۈپ چىقتۇق**، ناھايىتى ياخشى ئىكەن.

We looked at the whole exhibition; it was excellent.

ئۇنىڭ بالىسى تاڭ ئاتقۇچە **يىغلاپ چىقتى.**

His child cried all night long (lit. until dawn)

ئۇ مېھمانلارنىڭ ھەممىسى بىلەن **كۆرۈشۈپ چىقتى.**

He greeted each of the guests.

2) It expresses the sense of a certain part of an object, or several out of many objects, being separated out, or that the object is brought into existence [out of something else], by means of the action. For example:

تارىخىي ساۋاقلارنى **يەكۈنلەپ چىقتۇق.**

We made a summary of the lessons of history.

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[146] Another related meaning, not given by the author, indicates that the action of the associative adverbial is completed thoroughly. For example: مەن بۇ ماقالىنى ئوقۇپ چىقتىم. (I've studied this article thoroughly.); رەيھانگۈل بۈگۈننىڭ گېزىتىنى كۆرۈپ چىقتى. (Räyhangül has read through today's paper.)

پۈختا تەتقىق قىلىپ، قانۇنىيەتلەرنى **تېپىپ چىقىش كېرەك.**

A careful investigative study needs to be done in order to discover the regular patterns.

ئۇ مۇشۇ ۋەقەلىكنى ئاساس قىلىپ، بىر رومان **يېزىپ چىقماقچى.**

He plans to write a novel based on this plot.

يىغىنغا قاتنىشىدىغان ۋەكىللەرنى **سايلاپ چىقتۇق.**

We elected the representatives who would attend the meeting.

3) It indicates that the subject appears or becomes conspicuous [or achieves results] by means of the action. For example:

تاش تەگكەن يەر دەرھال **ئىششىپ كەتتى.** The place which had been struck by a stone immediately swelled up.

نۇرغۇن كادىرلار **يېتىشىپ چىقتى.**

Many cadres have attained a high level.

مۇسابىقىدە ئەخمەت **ئۈزۈپ چىقتى.**

Äkhmät came first in the competition.

15. The Usage of the Aspect Auxiliary '-كەل'

(تۆس ياردەمچىسى «-كەل» نىڭ قوللىنىلىشى)

When *combined with the Associative Adverbial form of the verb*, it indicates that the action has been carried out continuously up to the time of speaking. For example:

ئۇ باشتىن-ئاخىر مېنىڭ ئۆگىنىشىمگە قىزغىن ياردەم **بېرىپ كەلدى.**

He has continued to help me enthusiastically with my studies from start to finish.

مەن ئۇنىڭ بىلەن ھازىرغىچە **كۆرۈشۈپ كەلدىم.**

I've been seeing him continuously up till now.

مەن ھازىرغىچە ئىنگلىز تىلىنى **ئۆگىنىپ كەلدىم.**

I've studied English continuously up to the present.

16. The Usage of the Aspect Auxiliary '-ئۆت'

(تۆس ياردەمچىسى «-ئۆت» نىڭ قوللىنىلىشى)

When *combined with the Associative Adverbial form of verbs which basically indicate speaking activities that extend for a fixed length of*

***time*, it indicates that the action's whole process is carried out at one time**. For example:

مەنمۇ ئۆز پىكرىمنى بايان قىلىپ ئۆتەي.

Let *me* set out my own position too.

ئوقۇتقۇچى ئوقۇغۇچىلار قويغان سوئاللارغا جاۋاب بېرىپ ئۆتتى.

The teacher answered all the questions the students asked.

ئۇ ئۆزىنىڭ ماقالىسىدىكى بەزى مەسىلىلەرنى ئىزاھلاپ ئۆتتى.

He explained some of the problems in his article.

17. The Usage of the Aspect Auxiliaries '-ۋاتىدۇ', '-ۋېتىدۇ', '-ياتىدۇ' and '-تۇرىدۇ'

(تۆس يارىدەمچىسى «-ياتىدۇ»، «-ۋېتىدۇ»، «-تۇرىدۇ»، «-يۈرىدۇ» لەرنىڭ قوللىنىلىشى)

When these verbs occur in the role of Aspect Auxiliaries combined with the Associative Adverbial form of the verb, they construct Continuous Aspect Stem forms of the verb, just like the Continuous Aspect infix '-ۋاتىدۇ//-ۋېتىدۇ//-ۋاتقان//-ۋېتىپتۇ' introduced above, and indicate that the action remains in a continuously ongoing state. However, these four auxiliary verbs differ from the Continuous Aspect infix both in their meaning and in their capacity to inflect. The differences are as follows:

1) The Continuous Aspect infix indicates that the action goes on continuously, whatever state the subject may be in, but these four auxiliary verbs indicate that the action goes on continuously while the subject is in a state of lying, sitting, standing or going to and fro respectively. In other words, compared to the continuous action expressed by the Continuous Aspect infix, the continuous action expressed by these four auxiliary verbs is concrete; i.e., **in these constructions the auxiliary verbs retain their own lexical meaning** e.g.:

ئۇ كارىۋاتتا كىتاب ئوقۇپ ياتىدۇ. He's lying on the bed reading a book.

(سېلىشتۇرۇڭ: ئۇ كارىۋاتتا كىتاب ئوقۇۋاتىدۇ.

(cf. He's on the bed reading a book.

ئۇلار سىنىپتا دەرس تەكرار قىلىپ ئولتۇرىدۇ.

They're sitting in the classroom reviewing the lesson.

(سېلىشتۇرۇڭ: ئۇلار سىنىپتا دەرس تەكرار قىلىۋاتىدۇ.)

(cf. They're in the classroom reviewing the lesson.)

ئەخمەتلەر ئىشكنىڭ ئالدىدا پاراڭ سېلىشىپ تۇرىدۇ.

Äkhmät and his friends are standing in front of the door chatting.

(سېلىشتۇرۇڭ: ئەخمەتلەر ئىشكنىڭ ئالدىدا پاراڭ سېلىشىۋاتىدۇ.)

(cf. Äkhmät and his friends are chatting in front of the door.)

بالىلار ھويلىدا ئويناپ يۈرىدۇ.

The children are running around playing in the yard.

(سېلىشتۇرۇڭ: بالىلار ھويلىدا ئويناۋاتىدۇ.

(cf. The children are playing in the yard.

2) These four auxiliary verbs are able to show that the respective states in which the action takes place remain in a continuously ongoing state, but the Continuous Aspect infix does not have this capacity. For example:

ماتېرىياللار يەرگە چېچىلىپ يېتىپتۇ. The materials lay scattered on the ground (or: ... were lying scattered ...)

ھەممەيلەن ساڭلا قاراپ ئولتۇرىدۇ.

Everybody is sitting waiting just for you.

باغدا رەڭمۇرەڭ گۈللەر ئېچىلىپ تۇراتتى.

Many flowers of every hue used to stand blooming in the garden.

ئۇنى قاچان كۆرسەڭ كۈلۈپلا يۈرىدۇ.

Whenever you see him he's just going around smiling.

3) Verbs to which the Continuous Aspect affix has been attached cannot occur in the imperative mood or in the simple past tense form, but verbs which are combined with these four auxiliary verbs can occur in any form of the verb. For example:

مەن ئوقۇي، سەن ئاڭلاپ يات.

I'll read and you lie and listen (lit. ... lie listening).

مېنىڭ سۆزلىگىنىمنى سەن خاتىرىلەپ ئولتۇر.

You sit and take notes on what I say.

سەن يۆتكە، مەن ساناپ تۇراي.

You transfer them and I'll stand and count (them).

سلەرنىڭ پارىڭكىلارنى باشتىن ـ ئاياغ ئاڭلاپ ياتتىم.
I lay listening to your conversation from beginning to end.
سېنىڭ سۆزلىگىنىڭنى مەن خاتىرىلەپ ئولتۇردۇم.
I sat taking notes on what you said.
مەن ساناپ تۇردۇم، ساق ئەللىك ئادەم كەلدى.
I stood counting; fully fifty people came.

The auxiliaries '-ئولتۇر', '-تۇر' and '-يۈر' serve to express the following meanings respectively:

◊ — -ئولتۇر

When *combined with the Associative Adverbial form of verbs* (basically verbs which indicate speaking [or communicating]) it expresses the sense of spending time on the action and basically occurs as a component of sentences with a negative meaning. For example:

بۇ مەسىلەرنى مەن سۆزلەپ ئولتۇرمىساممۇ سلەر بىلسىلەر.
Even if I don't spend time talking about these problems, you know about them (anyway).
شۇنچىلىك بىر ئىش ئۈچۈنمۇ خەت يېزىپ ئولتۇرامسەن؟
Surely you're not wasting time writing a letter about such a trivial matter?
مېنىڭ بۇ يەردە پاكىت كۆرسىتىپ ئولتۇرۇشۇمنىڭ ھاجىتى يوق.
There's no need for me to waste time pointing out facts.
ھازىر مەسئۇلىيەتنى سۈرۈشتۈرۈپ ئولتۇرىدىغان ۋاقىت ئەمەس.
This isn't the time to be investigating who's responsible.

◊ — -تۇر

1) When *combined with the Associative Adverbial form of the verb*, it expresses the following meanings:

A. It indicates that the action is repeated frequently. For example:

He's always coming to our place. ئۇ بىزنىڭكىگە كېلىپ تۇرىدۇ.
Don't forget to keep writing (letters). ئۇنتۇپ قالماي خەت يېزىپ تۇر.
ئۇنىڭ بىلەن خەت ئېلىشىپ تۇرىمىز.
We keep exchanging letters with him.

B. It indicates that the action is temporary. For example:

سىز ئولتۇرۇپ تۇرۇڭ، مەن ھازىر كېلىمەن.
You sit and wait; I'll be right back.
ئۆي پۈتكىچە ئۇلارنىڭكىدە تۇرۇپ تۇردۇق.
We stayed with them (temporarily) until the house was completed.
چاپسانراق كەل، سېنى مەشىدە ساقلاپ تۇرىمەن.
Be quick, I'll wait here for you.

2) When combined with the negative Associative Adverbial form of the verb, it indicates that the negative action is temporary. e.g.:

كەتمەي تۇرايلى، ئۇ ھازىرلا يېتىپ كېلىدۇ.
Let's not go yet, he'll be here straightaway.
سەن ئېنىق خەۋەر ئېلىپ كەلگىچە، بۇ ئىشنى ئۇنىڭغا ئېيتماي تۇرىمىز.
We won't mention this matter to him (for the time being), until you bring precise information.

◊ — -يۈر

1) When *combined with the Associative Adverbial form of the verb*, it expresses the following meanings:

A. It indicates that the action continues for a long time or is repeated many times (this construction is basically used in the adverbial form). For example:

يالۋۇرۇپ يۈرۈپ ئاران ئالدىم.
I got it with difficulty after begging for it repeatedly.
ئۇ بايىنىڭ ئۆيىدە ئىشلەپ يۈرۈپ سالامەتلىكىدىن ئايرىلغان.
He's lost his health after working for a long time in the rich man's house.
ئۇ ھېكايە يازىمەن، رومان يازىمەن دەپ يۈرۈپ، نەچچە يىل ۋاقىتنى ئىسراپ قىلىۋەتتى.
He completely wasted several years in repeatedly saying he was going to write a story, or he was going to write a novel.

B. It expresses the sense of being bothered, or suffering hardship by engaging in the action expressed by the adverbial. For example:

بۇ ئېغىر نەرسىنى نەلەردە كۆتۈرۈپ يۈرەي، مەشىدە قالسۇن.
It's too much trouble for me to carry this heavy thing anywhere, let it stay here.

تەييار كىتابنى ئالساڭ بولدى ئەمەسمۇ، كۆچۈرۈپ يۈرۈشنىڭ نېمە ھاجىتى؟
Wouldn't it do to buy a ready-made book? Why do you need to bother copying it out?

C. It indicates that the speaker simply does not expect the action to happen. Such sentences are always spoken in astonishment and tauntingly. For example:

نېمە دەپ يۈرىدۇ. ما ئادەم!
What can he possibly have to say, this person!?

تۈزۈك يازساڭچۇ، نېمىلەرنى يېزىپ يۈرسەن!
How about writing decently, if you can write anything at all!?

The negative form of this construction is always in the imperative mood and expresses an especially emphatic meaning. For example:

بۇ ئىشنى ئۇنىڭغا ئېيتىپ يۈرمە، يەنە!
Don't tell him about this, mind you!

Make sure you *don't* go to him! ئۇنىڭ قېشىغا بېرىپ يۈرمە يەنە!

2) When *combined with the negative form of the Associative Adverbial*, it indicates that the negative action continues for a long time. e.g.:

ئىشلىمەي يۈرۈپ ئىشتىن چىقىپ قاپتىمەن.
Because I haven't worked for a long time, I've become rusty.

ئۇنماي يۈرۈپ ئاخىر ئۇنىدى.
After refusing for a long time he finally agreed.

§5 State Stem Forms of the Verb

(پېئىلنىڭ ھاللىق ئۆزەك شەكىللىرى)

Complex stem forms produced by adding Copulas to Participial and Verb of Intention forms and to some Gerundal forms are called State Stem Forms of the Verb.

The State Stem Forms of the verb introduce to verbal stem forms the concepts of:

The Perfect State	پۈتكەن ھال
The Imperfect State	پۈتمىگەن ھال
The Continuous State	ئىزچىل ھال
The State of Intention	مەقسەت ھالى

and produce the **State Category** in the stem section of the verb. At the same time they make it possible **to express the concept of State in non-state forms of the verb, to add one state concept to another**, or **to duplicate the same state concept.**

The following types of **State Stem Forms** of the verb are met with in Uyghur:

1. The Perfect State Stem Form

There are three types of the **Perfect State Stem form of the verb**:

1) The first is produced by *adding* '-بول', in the role of a Complete Copula, *to the Perfect Participle*. For example:

كەلگەن بول- ئوقۇغان بول- يازغان بول-

2) The second is produced by *adding* '-قىل', in the role of a Complete Copula, *to the Perfect Participle*. For example:

كەلگەن قىل- ئوقۇغان قىل- يازغان قىل-

3) The third is produced by *adding* '-تۇر', in the role of a Complete Copula, *to the Perfect Participle*. For example:

كەلگەن تۇر- ئوقۇغان تۇر- يازغان تۇر-

1) The Perfect State Stem form constructed by *adding* '-بول', in the role of a Complete Copula, is used as follows:

(1) When it occurs in the Hypothesis-Objection Mood predicate form [in compound sentences][147], it indicates a conjecture about an action in a state of having been carried out; in other words, in the Hypothesis-Objection Mood predicate form, it is used to express the concept of a perfect [completed] state. For example:

تىرىشقان بولساڭ ئالغا باساتتىڭ.
If you had been diligent, you would have made progress.

ئەخمەت قايتىپ كەلگەن بولسا چاقىرىپ چىق، يېتىپ قالغان بولسا چاقىرما.
If Äkhmät has returned, go and call him, but if he's gone to bed don't call him.

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[147] When the perfect state stem form is used in the hypothesis-objection mood in simple sentences, only a polite request is implied. e.g. 'ئەخمەتنى بىر چاقىرىۋەتكەن بولسىڭىز.' (Please would you go ahead and call Äkhmät.')

(2) When it occurs in the Present (Imperfect) Tense predicate form, it indicates that the action is reckoned to have taken place. e.g.:

ۋاقتىدا كەلمىگەنلەر هوقۇقىدىن ۋاز كەچكەن بولىدۇ.

Those who haven't come on time will have renounced their rights.

ياخشى ئوقۇمساق، خەلقنىڭ ئۈمىدىنى يەردە قويغان بولىمىز. If we don't study well, we will have disappointed the hopes of the people.

(3) It indicates that the subject pretends the action has been, or is being, carried out. In this case the stem form usually functions as an adverbial modifier in the Associative Adverbial form, but if it is a predicate it *combines with the Aspect Auxiliary* '-ئال'. e.g.:

ئۇ ئۇخلاپ قالغان بولۇپ جىم ياتتى. He lay still pretending to be asleep.[148]

مەن كىتاب ئوقۇغان بولۇپ ئولتۇردۇم. I sat pretending to read a book.

ئۇ مېنى كۆرمىگەن بولۇۋالدى. He pretended not to have seen me.

(4) When it occurs in the Simple Past Tense predicate form of the Direct Statement Mood, it is used in describing the occurrence of an action as not highly regarded. For example:

تۇنۇگۈن باغقا چىقىپ بىرئازمۇ پەيزى قىلالمىدۇق، تاغقا چىققان بولدۇق، بىردەم قېيىققا چۈشكەن بولدۇق، شۇنىڭ بىلەن قايتىپ كەلدۇق.

Yesterday we went to the park, but didn't enjoy it at all; we just climbed the hill and went out in a canoe, and then came back.

2) The Perfect State Stem Form constructed by *adding* '-قىل', in the role of a Complete Copula, indicates that the subject makes a certain object appear to have carried out that action. In such cases it always functions as an adverbial modifier in the Associative Adverbial form. For example:

ئۇ ئۆزىنى قورقمىغان قىلىپ كۆرسىتىشكە تىرىشىپ باقتى، لېكىن بولمىدى.

He tried hard to make himself appear unafraid, but it didn't work.

ئايىنى تولۇق قىلىپ سىزىمەن.

I'm going to draw the moon as if it were full.

[148] This sentence could be translated as, 'He lay still, as if he were asleep', which does not necessarily imply pretence. To make the pretence aspect definite it would be better to use the aspect auxiliary '-ئال' — ئۇ ئۇخلاپ قالغان بولۇۋېلىپ جىم ياتتى.

3) When the Perfect State Stem Form constructed by *adding* '-تۇر' in the role of a Complete Copula is in the Hypothesis-Objection Mood, it becomes the Perfect State predicate of the Subordinate Objection Clause, or, when it is in the Associative Adverbial form, it becomes a Perfect State Objection Adverbial Modifier. e.g.:

ئۇ ئالىي مەكتەپنى پۈتتۈرگەن تۇرسا، شۇنىمۇ بىلمەمدۇ؟ Doesn't he even know that, despite having graduated from university?

مەن ئۇنى كۆرمىگەن تۇرسام، قانداق تونۇيمەن؟ How will I recognize him, since I've never seen him?

سىز ئۇنىڭ بىلەن بىللە ئوقۇغان تۇرۇپ، تونۇمايمەن دەيسىزغۇ. You say you don't know him, even though you studied with him!

2. The Perfect State Similitude Stem Form

(پۈتكەن هاللىق ئوخشاتما ئۆزەك شەكلى)

The Perfect State Similitude Stem form of the verb is constructed by *adding the verbs* '-بول', '-قىل' *and* '-تۇر', *respectively*, in the role of Complete Copulas, *to Perfect Participles to which the Similitude Case suffix has been attached*. For example:

يازغاندەك تۇر- يازغاندەك قىل- يازغاندەك بول-

1) The Perfect State Similitude Stem Form constructed by *adding* '-بول', in the role of a Complete Copula indicates that the subject feels just as if the action had been carried out. For example:

سۈرىتىڭنى قويۇپ كەت، سۈرىتىڭنى كۆرسەم، ئۆزۈڭنى كۆرگەندەك بولارمەن. Please give me your photograph, so that when I look at your picture I'll feel as if I'm looking at you.

خېتىڭنى ئوقۇپ، خۇددى ئۆزۈڭ بىلەن سۆزلەشكەندەك بولدۇم. When I read your letter, I felt just as if I were talking to you.

بۇ كىنونى كۆرسە، كىشى خۇددى ئېكراندىكىلەرنىڭ ئىچىگە كىرىپ قالغاندەك بولىدىكەن. When you watch this film, you apparently feel just as if you've got inside the people on the screen.

2) The Perfect State Similitude Stem Form constructed by *adding* '-قىل', in the role of a Complete Copula, indicates that the speaker is aware of some indication that the action has taken place. e.g.:

I thought كەينىمدە بىركىم چاقىرغاندەك قىلدى، قارىسام ئەخمەت ئىكەن.
I heard someone call behind me, and when I looked it was Äkhmät.

ئاخشام هويلىغا بىركىم كىرگەندەك قىلىۋىدى، سەن ئىكەنسەن ـ دە.
I *thought* someone had come into the yard yesterday evening, and it was *you*!

ئۇلار قايتىپ كەلگەندەك قىلىدۇ، قاراپ باقايلى.
I get the feeling they've come back; let's go and see.

يىغلىغاندەك قىلىسىز، نېمە بولدىڭىز؟
I get the impression you've been crying, what's the matter?

3) The Perfect State Similitude Stem Form constructed by *adding* 'تۇر ـ', in the role of a Complete Copula, denotes the existence of some sign indicating the completed state of the action. For example:

ئۇلار قايتىپ كەلگەندەك تۇرىدۇ، قاراپ باقايلى.
It looks as if they've come back; let's go and see.

يىغىن باشلىنىپ بولغاندەك تۇرىدۇ، كارىدوردا هېچكىم يوق.
It looks as if the meeting has started, there's no one in the corridor.

ئۇ تېخى بۇ ئىشتىن خەۋەردار بولمىغاندەك تۇرىدۇ.
It looks as if he still hasn't heard about this.

بىر كىمدىن خاپا بولغاندەك تۇرىسىز، نېمە بولدى؟
It looks as if someone has upset you, what's the matter?

3. The Imperfect State Stem Form

(پۈتمىگەن هاللىق ئۆزەك شەكلى)

The Imperfect State Stem form of the verb is constructed by *adding the verbs* 'بول ـ', 'قىل ـ' and 'تۇر', *respectively*, in the role of Complete Copulas, *to the Imperfect Participle*. For example:

يازىدىغان تۇر ـ يازىدىغان قىل ـ يازىدىغان بول ـ

1) The Imperfect State Stem Form constructed by *adding* 'بول ـ' in the role of a Complete Copula is used as follows:

(1) It expresses such meanings as that (i) the subject has become accustomed to the action, (ii) has the capacity or special characteristics needed to carry out the action, or (iii) is inclined towards the action. For example:

شۇ دوكلاتنى ئاڭلىغاندىن كېيىن هەر كۈنى تەنتەربىيە قىلىدىغان بولدۇم.
(i) Since hearing that lecture I've got used to doing exercises every day.

ئۇ شۇنىڭدىن ئېتىبارەن كېچىكمەيدىغان بولدى.
(i) From that time on he was never late.

هەر كۈنى مەشىق قىلساڭ، ياخشى يازىدىغان بولىسەن.
(ii) If you practise every day you will be able to write well.

(ii) If you work تىرىشسىڭىز، ئىككى يىلدىلا گېزىت ئوقۇيدىغان بولىسىز.
hard, you will be able to read the newspaper in just two years.

شۇنىڭدىن كېيىن ئۇنى هەممە ئادەم ماختايدىغان بولدى.
(iii) After that everyone wanted to praise him.

(2) *When it is in the Simple Past Tense predicate form of the Direct Statement Mood*, it can express such meanings as that (i) there is an indication that the action will happen, or that (ii) there is a decision or agreement about the occurrence of the action. e.g.:

چاپسان ماڭايلى، يامغۇر ياغىدىغان بولدى.
Let's walk quickly, it looks as if it's going to rain.

بۇگۈنكى يىغىندا سەن سۆزلەيدىغان بولدۇڭ.
It's been decided that you'll speak at today's meeting.

ئۇ يېتىپ بېرىپلا تېلېگراممىا بېرىدىغان بولدى.
He agreed to send a telegram as soon as he gets there.

(3) *When it is in the Hypothesis-Objection Mood predicate form*, it intensifies a conjecture about the occurrence of the action. e.g.:

If you're going to go, go quickly. ياردىغان بولساڭ، چاپسان ماڭ.

ئەگەر ئۇ تىرىشىدىغان بولسا، هەممىمىزدىن ئۆتۈپ كېتىدۇ.
If he works hard, he will outstrip all of us,

Note:

As we have seen above, in the Imperfect State Stem form constructed by *adding the Complete Copula* 'بول ـ', the 'غان' form of the Imperfect Participle is basically used, but in poetry, the 'ئار' form of the Imperfect Participle may be used. For example:

(It looks as if) مەن كېتەر بولدۇم ياربم، ئەرزىم بايان ئەيلەپ كېتەي.
I am going to die, my love, so let me make my plaint.

2) The Imperfect State Stem Form constructed by *adding* '-قىل' in the role of a Complete Copula indicates that the subject enables a certain object to carry out the action. For example:

ئۇ مېنىڭ سائېتىمنى توغرا ماڭدىغان قىلىپ بەردى.
He made my watch keep good time for me.

بۇ ئىشىكنى ئېچىگە ئېچىلىدىغان قىلىڭ.
Please make this door open inwards.

ئۇنىڭ ئۇسۇلى ياخشى، ئىككى ئايدىلا باللارنى گېزىت ئوقۇيدىغان قىلالايدۇ.
His method is good, in just two months he can get the children to read the newspaper.

3) *When it occurs in the Hypothesis-Objection Mood predicate form of the Imperfect State Stem form constructed by adding the Complete Copula* '-تۇر', it is the Imperfect State predicate of a Subordinate Objection clause or, *when it occurs in the Associative Adverbial form*, it is an Imperfect State Objection Adverbial Modifier. e.g.:

مەن مۇشۇ مەكتەپتە ئوقۇيدىغان تۇرسام، نېمىشقا بىلمەيمەن؟
How come I don't know, even though I'm studying at this school.

ئۇ تاماكا چەكمەيدىغان تۇرسا، تاماكا تۇتقىنىڭىز نېمىسى؟
Why did you offer him a cigarette, even though he doesn't smoke?

يازالايدىغان تۇرۇپ، يازالمايمەن دېسىڭىز بولامدۇ؟
Is it right to say you can't write, even though you can (write)?

4. The Imperfect State Similitude Stem Form

(پۈتمىگەن ھاللىق ئوخشاتما ئۆزەك شەكلى)

The Imperfect State Similitude Stem form of the verb is constructed as follows:

(1) — The Complete Copula '-قىل' or '-تۇر' is *added to an Imperfect Participle to which the Similitude Case suffix has been attached*. e.g.:

يازىدىغاندەك تۇر- يازىدىغاندەك قىل-

(2) — The Complete Copula '-بول' is *added to the* 'غۇ' *Gerund to which the Similitude Case suffix has been attached*. For example:

كەتكۈدەك بول- كەلگۈدەك بول- تاپقۇدەك بول- يازغۇدەك بول-

1) The Imperfect State Similitude Stem form of the verb constructed by *adding* '-قىل' *or* '-تۇر' *to a Perfect Participle in the Similitude Case* denotes that there is an indication that the action occurs frequently or that it will occur later. For example:

ئۇ خەنزۇچە بىلىدىغاندەك تۇراتتى، بىلمەيدىكەنغۇ؟
He always seemed to know Chinese, but he doesn't, does he?

بۇ يەردە يامغۇر كۆپ ياغىدىغاندەك قىلىدۇ.
It looks as if it rains a lot here.

ئۇنىڭ بىلەن تونۇشىدىغاندەك تۇرسىز، بۇرۇن كۆرۈشكەنمۇ؟
You seem to know him; have you met before?

مەن يېقىندا ئۈرۈمچىگە بارىدىغاندەك تۇرىمەن.
It looks as if I'll be going to Urumqi in the near future.

بۈگۈن بوران چىقىدىغاندەك قىلىدۇ.
It looks as if a storm will blow up today.

2) The Imperfect State Similitude Stem form of the verb constructed by *adding* '-بول' *to the* 'غۇ' *Gerund* indicates that the subject arrives at a level which ensures that he will carry out the action or that the action will occur. For example:

ئاچچىقى كېلىپ يىغلىغۇدەك بولدى.
She got so angry she was ready to cry.

بۇ ئالمىلار قاچان يېگۈدەك بولىدۇ؟
When will these apples be ready to eat?

بىر يىلدا گېزىت ئوقۇغۇدەك بولالايمىزمۇ؟
Will we be ready to read the newspaper in a year?

خەنزۇچە رومانلارنى ئوقۇغۇدەك بولۇپ قالدۇق.
We've reached the stage where we are ready to read Chinese novels.

ئەجەبمۇ كەلمىدىك ياردىم، يولۇڭغا بارغۇدەك بولدۇم،
قولۇمغا قوش پىچاق ئېلىپ، يۈرەكنى يارغۇدەك بولدۇم.
It's been a long time since you left, my love,
I'm ready to take the way you would have come.
Taking a knife in each hand,
I am about to cleave my heart.

5. The Continuous State Stem Form

(ئىزچىل هاللىق ئۆزەك شەكلى)

The Continuous State Stem form of the verb is constructed by *adding the verbs* 'ـبول', 'ـقىل' *and* 'ـتۇر' (in the role of Complete Copulas), *respectively, to the Continuous Participle*. For example:

يېزىۋاتقان تۇر- يېزىۋاتقان قىل- يېزىۋاتقان بول-

1) The Continuous State Stem form of the verb constructed by *adding the Complete Copula* 'ـبول' is used as follows:

(1) When it occurs *in the predicate form of the Hypothesis-Objection Mood*, it is the Continuous State predicate of a Subordinate Hypothesis clause. For example:

ئۇلار دەرس ئوقۇۋاتقان بولسا، كېيىن كېلەيلى.

If they are having a lesson we'll come later.

دەم ئېلىۋاتقان بولسىڭىز، ئاۋارە قىلمايمەن.

If you're having a rest I won't bother you.

If you're sitting stand; ئولتۇرغان بولساڭ تۇر، تۇرغان بولساڭ ماڭ.

(i.e. Whatever you are doing, speed up!)

(2) It indicates that the subject is pretending to be in a state of carrying out the action. In this instance it generally functions as an adverbial modifier in the Associative Adverbial form. If it occurs in a predicate form it is *combined with the Aspect Auxiliary* 'ـئال'. For example:

He lay still pretending to be sleeping. ئۇ ئۇخلاۋاتقان بولۇپ جىم ياتتى.

مەن كىتاب ئوقۇۋاتقان بولۇپ ئولتۇردۇم.

I sat pretending to (be) read(ing) a book.

ئۇلار ئانىسىنىڭ ئۆيىگە كېتىۋاتقان بولۇۋالدى.

They pretended they were going to their mother's house.

2) The Continuous State Stem Form constructed by *adding the Complete Copula* 'ـقىل' indicates that a certain object is represented as carrying out a certain action or remaining in a certain state. For example:

بۇ رەسىمدە بىر ئوقۇغۇچى پۈتۈن زېھنى بىلەن كىتاب ئوقۇۋاتقان قىلىپ تەسۋىرلىنىپتۇ.

In this picture a student has been portrayed as (being) engrossed in reading a book.

ـــ ئوقۇتقۇچىنىڭ رەسمىنى قانداق سىزىسەن؟

ـــ دەرس سۆزلەۋاتقان قىلىمەن.

'How are you drawing the teacher's picture?'

'I'm representing him as teaching a lesson.'

3) When the Continuous State Stem Form constructed by *adding the Complete Copula* 'ـتۇر' occurs *in the Hypothesis-Objection Mood*, it is the Continuous State predicate of a Subordinate Objection Clause, or, if it occurs *in the Associative Adverbial form*, it is a Continuous State adverbial modifier. For example:

مەن ئىمتىهان بېرىۋاتقان تۇرسام، قانداق بارىمەن؟

As I'm sitting an exam, how can I go?

سىز ئۇ چاغدا ئۈرۈمچىدە يۈرگەن تۇرسىڭىز، ئەلۋەتتە كۆرمىدىڭىز ـ دە.

Seeing you were staying in Urumqi at that time, of course you didn't see it.

سىز ئۇنىڭ بىلەن بىر مەكتەپتە ئوقۇۋاتقان تۇرۇپ ئۇنى تونۇمامسىز؟

Don't you know him, even though you were studying at the same school as him?

6. The Continuous State Similitude Stem Form

(ئىزچىل هاللىق ئوخشاتما ئۆزەك شەكلى)

The Continuous State Similitude Stem form of the verb is constructed by *adding the Complete Copula* 'ـقىل' *or* 'ـتۇر' *to a Continuous Participle to which the Similitude Case suffix has been attached*. e.g.:

يېزىۋاتقاندەك تۇر- يېزىۋاتقاندەك قىل-

The Continuous State Similitude Stem form of the verb denotes that there is an indication that the action or state is going on continuously. For example:

كىرمەيلى، ئۇلار يىغىن ئېچىۋاتقاندەك قىلىدۇ.

Let's not go in, it looks as if they're holding a meeting.

You appeared تۈنۈگۈن بىرنەرسە **يېزىۋاتقاندەك تۇراتتىڭىز**، نېمە يازدىڭىز؟
to be writing something yesterday. What did you write?

سەل توختايلى، تاشقىرىدا يامغۇر **يېغىۋاتقاندەك قىلىدۇ**.
Let's stay here for a while, it looks as if it's raining outside.

7. The State of Intention Stem Form

(مەقسەت ھاللىق ئۆزەك شەكلى)

There is only one form of the State of Intention Stem form of the verb. It is produced by *adding the Complete Copula '-بول' to the Verb of Intention form.* For example:

كەلمەكچى بول- ئوقۇماقچى بول- يازماقچى بول-

The State of Intention Stem Form of the verb indicates the emergence of an intention or agreement concerning the occurrence of the action. For example:

I planned to talk to him. مەن ئۇنىڭ بىلەن بىر **سۆزلەشمەكچى بولدۇم**.

ئۇ **كەتمەكچى بولغانىدى**، بىز نۇرغۇن گەپ قىلىپ ئاران توختىتىۋالدۇق.
He had intended to leave. We only managed to stop him after a great deal of persuasion.

ئۇ **ئەتە كەلمەكچى بولۇپ** كەتتى.
He left after agreeing to come tomorrow.

بۇ يىغىنغا سىلەرمۇ **قاتناشماقچى بولدۇڭلار**.
You also agreed to attend this meeting.

Chapter 13
SUBSTANTIVE WORD-COPULA CONSTRUCTIONS

(تۇرغۇن سۆز ـ باغلامچى قۇرۇلمىلرى)

§1 A General Explanation

(ئومۇمىي بايان)

An important role of Copulas, which are one type of Uyghur auxiliary verb, is that *they combine with Substantive Words*, i.e. nouns, adjectives, numerals, measure words (basically numeral-measure word phrases), adverbs and pronouns *to produce Substantive Word-Copula Constructions*, which are their common morphological forms. *When Substantive Words are combined with Copulas to produce Substantive Word-Copula Constructions*, that is, in turn, considered to be the most important common morphological property of Substantive Words.

Substantive Word-Copula Constructions which have been produced *by combining substantive words with copulas* may be divided into four types:

(i) Verbal forms of Substantive Words

(تۇرغۇن سۆزلەرنىڭ پېئىل شەكىللىرى)

(ii) Predicate forms of Substantive Words

(تۇرغۇن سۆزلەرنىڭ خەۋەر شەكىللىرى)

(iii) Negative form of Substantive Words

(تۇرغۇن سۆزلەرنىڭ بولۇشسىز شەكلى)

(iv) Judgment Noun form of Substantive Words

(تۇرغۇن سۆزلەرنىڭ ھۆكۈملۈك ئىسىم شەكلى)

§2 Verbal Forms of Substantive Words

(تۇرغۇن سۆزلەرنىڭ پېئىل شەكىللىرى)

***When combined with Substantive Words*, Complete Copulas produce morphological structures which have the ability to fully link the**

substantive words to categories specific to verbs. We call these structures Verbal Forms of Substantive Words.

In Uyghur, the verbs '-بول' and '-قىل' are considered to be the most productive verbs functioning as Complete Copulas. Apart from these two, the verbs '-تۇر', '-كەل', '-چىق', '-كۆر', '-هېسابلا' and '-هېسابلان' also function as Complete Copulas within a fixed range. The Verbal Forms of Substantive Words are introduced below according to the type of Complete Copula.

1. The Role of the Complete Copula '-بول'

(تولۇق باغلامچى «بول-»نىڭ رولى)

***When combined respectively with nouns or noun phrases, adjectives or adjective phrases, numerals or numeral phrases, numeral-measure word phrases, adverbs or adverb phrases, or pronouns or pronoun phrases,* the verb '-بول' in the role of a Complete Copula constructs intransitive verbal forms which indicate the coming into existence or the existence of the fact expressed by those words or phrases. Such verbal forms of substantive words are used in exactly the same way as ordinary intransitive verbs.** For example:

مال سەمرسە ياغ **بولىدۇ**، يەر سەمرسە باغ **بولىدۇ**. (ماقال)

If the cattle put on weight there will be fat, if the ground is benefited, there will be a garden. (Proverb)

ئادەم بولمىساڭ ئەقىلىڭ بىلەن، **ئەخمەق بولسەن** ساقىلىڭ بىلەن. (ماقال)

If you're a human being but don't use your intelligence, you'll become a fool, even though you're old. (Proverb)

ئاتاڭنىڭ بالىسى بولغۇچە، ئەلنىڭ بالىسى بول. (ماقال)

Don't only listen to your father, listen to the people too. (Proverb)

ياراملىق ئىختىساس ئىگىسى بولۇش ئۈچۈن تىرىشىمىز.

We are striving hard to be possessors of competent expertise.

قار يېغىپ، ھەممە يەر **ئاپئاق بولۇپ كەتتى**.

When it snowed, everywhere became pure white.

بۈگۈنكى تاماق **تۇزلۇق بولۇپ قالغانلىقى** ئۈچۈن كۆپ ئېشىپ قالدى.

Because today's food happened to be salty, a lot was left over.

ھازىر بار ئوقۇغۇچى 250. يېڭى ئوقۇغۇچىلار كەلسە **400 بولىدۇ**.

The students we have at the moment number 250. When the new students come there will be 400.

يېزىلغان ماقالە **15 پارچە بولۇپتۇ**.

The articles which have been written amount to 15.

يىغىنىڭ ئېچىلىش ۋاقتى **بەك كېيىن بولۇپ كەتتى، بۈگۈن بولسا، ياخشى بولاتتى**.

The time when the meeting is to be held has been greatly delayed; it would have been better if it had been today.

ئەمدى بۇ كىتابلارنىڭ ھەممىسى سېنىڭ **بولدى**.

Now all these books have become yours.

سەن **قانداق بولسۇن** دېسەڭ، **شۇنداق بولسۇن**.

However you say it should be, let it be so.

In these sentences, the verbal forms '-ئادەم بول', '-باغ بول', '-ياغ بول', '-ياراملىق', '-ئەلنىڭ بالىسى بول', '-ئاتاڭنىڭ بالىسى بول', '-ئەخمەق بول', '15 پارچە', '400 بول-', '-تۇزلۇق بول', '-ئاپئاق بول', '-ئىختىساس ئىگىسى بول', '-قانداق', '-سېنىڭ بول', '-ياخشى بول', '-بۈگۈن بول', '-بەك كېيىن بول', '-بول' and '-شۇنداق بول', which have been constructed by *adding* '-بول' to *Substantive Words*, indicate the coming into existence of the fact expressed in those constructions by the substantive words, or phrases, and function as ordinary intransitive verbs.

In addition, for example:

If you are poor, try and move. **كەمبەغەل بولساڭ** كۆچۈپ باق. (ماقال)

[i.e. so that you will realize how many things you have] (Proverb)

Even though he's young, he's not inferior to the grown-ups when it comes to labour. ئۇ **كىچىك بولسىمۇ**، ئەمگەكتە چوڭلاردىن قېلىشمايدۇ.

مەيلى **كىم بولسۇن**، بىلەت ئېلىشى كېرەك.

No matter who he is, he must buy a ticket.

This medicine may be bitter. بۇ دورا **ئاچچىق بولۇشى** مۇمكىن.

The one on this side is my older brother. بۇ ياق **مېنىڭ ئاكام بولىدۇ**.

I'm apparently your maternal uncle. مەن **سېنىڭ تاغاڭ بولىدىكەنمەن**.

كارىز سۈيى **تاتلىق بولارمىش**.

They say the water of the underground water conduits is sweet.

In these sentences, the verbal forms 'كىچىك بول-', 'كەمبەغەل بول-', 'سېنىك تاغاك بول-', 'مېنىك ئاكام بول-', 'ئاچچىق بول-', 'كىم بول-' and 'تاتلىق بول-', which have been constructed by *adding* 'بول-' *to Substantive Words*, indicate the existence of the fact expressed by the substantive words or substantive word phrases in those constructions, and function as ordinary intransitive verbs.

Some constructions which have been produced by *combining the Copula* 'بول-' *with Substantive Words* possess a fixed (or idiomatic) property. For example:

to be defeated	مەغلۇپ بول-
to appear/arise/emerge/occur/turn up	پەيدا بول-
to be devastated/be ravaged/be trampled on	دەپسەندە بول-
to appear/come into being/emerge/be formed/ be produced	ھاسىل بول-
to be broken; break/crumble/disintegrate	بىتچىت بول-
to collapse/crumble/fall apart	بەربات بول-
to be afflicted with/be subjected to	مۇپتىلا بول-
to be resolved/be settled/be solved	ھەل بول-
to be exposed/be made known/be resolved	پاش بول-
to be destroyed تارمار بول- to fall apart	گۇم بول-
to die/perish ھالاك بول- to be solved	بىر تەرەپ بول-

Such constructions may be counted as compound verbs.

2. The Role of the Complete Copula 'قىل-'

(تولۇق باغلامچى «قىل- »نىڭ رولى)

***When combined respectively with nouns or noun phrases, adjectives or adjective phrases, numerals or numeral phrases, numeral-measure word phrases, adverbs or adverb phrases, or pronouns or pronoun phrases*, the verb 'قىل' in the role of a Complete Copula constructs transitive verbal forms which indicate the bringing into existence of the fact expressed by those words or phrases. Such verbal forms of substantive words are used in exactly the same way as ordinary transitive verbs.** For example:

قەست قىلغاننى پەس قىل. (ماقال)
Have no respect for the one who plots against you. (Proverb)

ئاشنى بۇزۇپ ئۇماچ قىلدى، نانىنى بۇزۇپ كۆمەچ قىلدى. (ماقال)
She spoilt the food and made cornmeal gruel; she spoilt the bread and made burnt bread. (Proverb [said of an incompetent person])

مەن ئوغلۇمنى ئالىم قىلىمەن، دەيتتى ئۇنىڭ دادىسى.
'I'm going to make my son into a scholar,' his father used to say.

بۈگۈنكى تاماقنى تۇزلۇق قىلىپ قويۇپسىز.
You apparently made today's food too salty.

قار يېغىپ ھەممە يەرنى ئاپئاق قىلىۋەتتى.
It snowed and made everywhere completely white.

خەقنىڭ نەرسىسىنى ئۆزۈڭنىڭ قىلىۋالساڭ بولامدۇ؟
Is it right to appropriate something that belongs to someone else?

بۇ ئىشنى يا نېرى قىلايلى، يا بېرى قىلايلى.
Let's either decide to do the job or not to do it.

بىز ئىككى قولىمىزنى تۆت قىلالمايۋاتساق، ئۇ ئويناپ يۈرىدۇ.
While we're rushed off our feet, he's running around amusing himself. (lit. … we're unable to make our two hands [do the work of] four …)

In these sentences, the verbal forms 'كۆمەچ', 'ئۇماچ قىل-', 'پەس قىل-', 'تۇزلۇق', 'قۇدرەتلىك سوتسىيالىستنىك مەملىكەت قىل-', 'ئالىم قىل-', 'قىل-تۆت' and 'ببرى قىل-', 'نېرى قىل-', 'ئۆزۈڭنىڭ قىل-', 'ئاپئاق قىل-', 'قىل-قىل-', which have been produced by *adding* 'قىل-' *to Substantive Words*, indicate the bringing into existence of the fact expressed by the substantive words or substantive word phrases in those constructions, and function in the same way as transitive verbs.

Some constructions produced by ***combining the Copula* 'قىل-' *with Substantive Words* possess a fixed (or idiomatic) property.** e.g.:

to conquer/defeat	مەغلۇپ قىل-
to devastate, ravage, trample on	دەپسەندە قىل-
to arouse; cause to happen/occur/take place; give rise to, lead to	پەيدا قىل-
to attain, acquire, form, gain, get, obtain, produce, win	ھاسىل قىل-

to resolve, settle, solve			هەل قىل-
to expose, make known, reveal			پاش قىل-
to destroy, kill, murder			ھالاك قىل-
to break, crush	بىتچىت قىل-	to destroy	تارمار قىل-
to destroy, smash	گۇم قىل-	to destroy	بەربات قىل-
to afflict	مۇپتىلا قىل-	to solve	بىر تەرەپ قىل-

Such constructions may also be counted as compound verbs. They function as the exact transitive equivalent of the above [intransitive] compound verbs constructed by *adding the Copula* 'بول-'.

3. The Role of the Complete Copula 'تۇر-'

(تولۇق باغلامچى «تۇر- »نىڭ رولى)

***When combined respectively with nouns or noun phrases, adjectives or adjective phrases, numerals or numeral phrases, numeral-measure word phrases, or pronouns or pronoun phrases*, the verb 'تۇر-' in the role of a Complete Copula constructs verbal forms which indicate the existence of the fact expressed by those words or phrases in a manner contrary to a certain matter. The range of usage of this type of verbal form of substantive words is relatively narrow. It only functions as the predicate of Subordinate Objection Clauses in the Hypothesis-Objection Mood predicate form, or as an Objection Adverbial Modifier in the Associative Adverbial form.** e.g.:

سەن **تەنھەربكەتچى تۇرساڭ**، بىز ساڭا قانداق تەڭ كېلەلەيمىز؟

How can we be your equals, seeing you're an athlete?

How will we ھاۋا **سوغۇق تۇرسا**، ئوت قالىمسا قانداق بولىدۇ؟

manage without lighting a fire, seeing the weather's cold.

سۆيگۈ دېڭىزى چوڭقۇرلۇقىدا مەن بىر **قاينام تۇرسام**،

ئۈسسۈزلۇقۇم قانداق قانسۇن، ئىچىپ كىچىك كۆلچەكلەرنى. (ل. مۇتەللىپ)

Since I am a whirlpool in the depths of the sea of love,

How can my thirst be satisfied by drinking pools? (L. Mutällip)

ئەھۋال **مۇشۇ تۇرسا**، قانداق قىلغۇلۇق؟

What is to be done, seeing the situation is like this?

Is it right not to ئۇ **سېنىڭ ئاكاڭ تۇرسا**، ھۆرمەت قىلمىساڭ بولامدۇ؟

respect him, seeing he's your older brother?/Oughtn't you to ... ?

سەن **ئالىي مەكتەپ ئوقۇغۇچىسى تۇرۇپ**، مۇشۇنى بىلمەمسەن؟

Don't you know this, despite being a university student?

بۇ بالا **كىچىككىنە تۇرۇپ**، تاماكا چېكىدىكەن.

This child apparently smokes, despite being so young,

سىز **كادىر تۇرۇپ** شۇنداق قىلسىڭىز بولامدۇ؟

Ought you to act like that, seeing you're on the staff?

4. The Role of the Complete Copula 'كەل-'

(تولۇق باغلامچى «كەل- »نىڭ رولى)

(i) Firstly, *when combined with certain adjectives or adjectival phrases*, the verb 'كەل-', in the role of a Complete Copula, constructs verbal forms which indicate the general existence, or the emergence with regard to a certain object, of the quality expressed by those adjectives or adjective phrases. For example:

Tajiks have high nasal bridges. تاجىكلار **قاڭشارلىق** كېلىدۇ.

The soil of this place is reddish. ئۇ يەرنىڭ توپىسى **قىزغۇچ** كېلىدىكەن.

بۇ چاپان سىزگە **لايىق** كېلىدۇ، ماڭا **سەل كەك** كېلىشى مۇمكىن.

This coat fits you; it may be a bit loose for me.

بۇ ئۆي سىلەرگە **تار** كېلىپ **قاپتۇ**.

This house has become too small for you.

Wouldn't سىلەرگە **كىچىك كەلگەن** ئۆي ئۈلارغا **كىچىك كەلمەمدىكەن**؟

a house which is too small for you be too small for them?

بۇ ماقالىنى يېزىش ماڭا **ناھايىتى تەس كەلدى**.

It was extremely difficult for me to write this article.

(ii) Secondly, *when combined with a numeral-measure word phrase*, it constructs a verbal form which indicates the emergence of that numeral-measure word as a result of measuring, or if it were to be measured. For example:

The sack of flour came to 46 kilos. تاغاردىكى ئۇن **92 جىڭ كەلدى**.

ئۇ **120 كىلوگرام كېلىدىغان** بىر تاشنى كۆتۈرۈپ كەتتى.

He was able to lift a stone weighing 120 kilograms.

بۇ مەيدان **500 كۋادرات مېتىر كېلىدۇ.**
This field measures 500 square metres.

ئۇلارنىڭ ئۆيى **5 چاقىرىم كېلەر.**
Their house is probably 5.3 kilometres away.

5. The Role of the Complete Copula '-چىق'

(تولۇق باغلامچى «-چىق» نىڭ رولى)

(i) *When combined with numerals, or numeral and numeral-measure word phrases*, the verb '-چىق', in the role of a Complete Copula, constructs verbal forms indicating the emergence of that numeral or numeral-measure as a result of measuring or counting. e.g.:

قويلارنى سانىسام **62 چىقتى.**
When I counted the sheep, they came to 62.

بۇ مەيدان **500 كۋادرات مېتىر چىقىدۇ.**
This field measures 500 square metres.

بۇ لىملارنى 15 تال دېگەنىدىڭ، **13 تال چىقتىغۇ؟**
You had said there were 15 beams, but it surely only comes to 13, doesn't it?

(ii) Secondly, when combined with certain adjectives or adjectival phrases, it constructs verbal forms which indicate the emergence of that quality as the result of a trial. For example:

مېنىڭ سائىتىم **ياخشى چىقتى.**
My watch turned out to be a good one.

ھەممىزدىن سەن ئۇستا چىقتىڭ.
You proved to be more skilled than all of us.

بۇ تاماق قازاندىن **ئاز چىقتى**، بىزگە ئاز كەلدى، قورسقىمىز تويماي قالدى.
This food turned out to be less than a potful. It wasn't enough for us; we're still hungry.

6. The Role of the Complete Copula '-كۆر'

(تولۇق باغلامچى «-كۆر» نىڭ رولى)

***When combined with certain adjectives or adjectival phrases*, the verb '-كۆر', in the role of a Complete Copula, constructs verbal forms which indicate that the subject reckons, or feels, that a certain object possesses the quality expressed by that adjective or adjectival phrase.** For example:

مەن ئۆز كەسپىمنى **ياخشى كۆرىمەن.**
I like my profession.

ئارىلىقنى **يىراق كۆرمەي**، يوقلاپ كەلگىنىڭىز ئۈچۈن رەھمەت.
Thank you for coming to visit me and not thinking it too far.

بۇ چارىنى بىزمۇ **مۇۋاپىق كۆردۇق.**
We also felt this measure to be appropriate.

سەن بۇ ئىشنى **ئاسان كۆرۈۋاتامسەن؟**
Do you consider this to be an easy matter?

ئۇنى ھەممىمىز **چوڭ كۆرىمىز.**
We all think a lot of him.

بىزنى **يات كۆرمەڭ.**
Please don't regard us as strangers.

In addition to the above, the verbs '-چاغلا', '-ھېسابلان', '-ھېسابلا' and '-تاپ', also function as Complete Copulas in specific situations and can construct verbal forms of certain substantive words. e.g.:

ئىلغار ھېسابلا- to consider as outstanding

ئىلغار ھېسابلان- to be considered as outstanding

لازىم تاپ- to deem necessary ئاسان چاغلا- to consider easy

§3 Predicate Forms of Substantive Words

(تۇرغۇن سۆزلەرنىڭ خەۋەر شەكىللىرى)

When Substantive Words function as a predicate, they are generally *combined with the integral Personal Judgment forms of Incomplete Copulas*, and produce the predicate forms of substantive words.

The predicate forms of substantive words are divided into the following types according to the type of their Personal Judgment Copula:

1. Direct Statement Mood Predicate form
(ۋاستىسىز بايان مەيلىدىكى خەۋەر شەكلى)

2. Indirect Statement Mood Predicate form
(ۋاستىلىك بايان مەيلىدىكى خەۋەر شەكلى)

3. Hearsay Statement Mood Predicate form
(ئاڭلاتما بايان مەيلىدىكى خەۋەر شەكلى)

4. Subjective Assessment Mood Predicate form
(سۇبيېكتىپ مۆلچەر مەيلىدىكى خەۋەر شەكلى)

5. Objective Assessment Mood Predicate form
(ئوبيېكتىپ مۆلچەر مەيلىدىكى خەۋەر شەكلى)

1. The Direct Statement Mood Predicate Form of Substantive Words

(تۇرغۇن سۆزلەرنىڭ ۋاستىسىز بايان مەيلىدىكى خەۋەر شەكلى)

The Direct Statement Mood Predicate Form of Substantive Words is divided into two types consisting of:

1) Present Tense هازىرقى زامان **2) Past Tense** ئۆتكەن زامان

1) The Present Tense Direct Statement Mood predicate form of Substantive Words is constructed by *attaching the Present Tense form of the Direct Judgment Copula to Substantive Words*. This kind of predicate form of Substantive Words indicates that the subject matter of the sentence is spoken as known directly and that it is relevant to the time when it is being spoken. For example:

I am a doctor. مەن **دوختۇرمەن.**

You're very modest. سەن **بەكمۇ كەمتەرسەن.**

Study is our daily task. ئۆگىنىش بىزنىڭ دائىملىق **ۋەزىپىمىزدۇر.**

You are (all) still young. سىلەر تېخى **ياشسىلەر.**

In modern Uyghur, the Present Tense form of the Direct Judgment Copula that is *attached to the Direct Statement Mood Present Tense predicate form of Substantive Words* is often omitted and judgment intonation is used in its place. For example:

مەن **ئوقۇغۇچى**، سەن **كادىر**، ئۇ **ئىشچى.**

I'm a student, you're a white-collar worker and he's a worker.

The mouth is one, the ears are two. گەپ **بىر**، قۇلاق **ئىككى.**

[i.e. 'Take note. I've said it once and I'm not going to repeat it.']

Our relationship is good. بىزنىڭ مۇناسىۋىتىمىز **ياخشى.**

The date today is the 17th. بۈگۈن چىسلاغا **17.**

What I intended to say is this. مېنىڭ دېمەكچى بولغىنىم **شۇ.**

It is appropriate to also count these predicates as Direct Statement Mood Present Tense predicate forms of Substantive Words, because they are comparable in tense and mood to other tense and mood predicate forms of substantive words and, furthermore, they can serve to subordinate words which are subordinate to verbs. e.g.:

مەن بۇرۇن ئىشچى ئىدىم، **هازىرمۇ ئىشچى.**

I was a worker before and I'm still a worker now.

ئۇ هازىر شەھەرلىك سىياسى **كېڭەشكە ئەزا.**

He is now a member of the city's political council.

2) The Past Tense Direct Statement Mood predicate form of Substantive Words is constructed by *attaching the past tense form of the Direct Judgment Copula to Substantive Words*. This kind of predicate form of substantive words indicates that the subject matter of the sentence is spoken as known directly and that it is relevant to a previous time or to a time prior to a certain matter. For example:

مەن ئۇ چاغدا **ئوقۇغۇچى ئىدىم**، ئوتتۇرا مەكتەپتە ئوقۇيتتىم.

At that time I was a student and I was at middle school.

بىز بۇرۇن **12-بىنادا ئىدۇق**، كېيىن كۆچۈپ كەتتۇق.

Previously we were in building no. 12 and then we moved.

سىز بۇرۇن **سېمىز ئىدىڭىز**، هازىر ئورۇقلاپ قاپسىز.

Before you were fat, now you've become thin.

مەكتەپتىكى ئوقۇغۇچىلار بۇلتۇر **2400 ئىدى**، بۇ يىل 3000غا يەتتى.

Last year the school students were 2,400 in number, this year they've reached 3,000.

This is the thing I was looking for. مېنىڭ ئىزدىگىنىم **مۇشۇ نەرسە ئىدى.**

سىز كەلگەندە، ئۇلار **ياتاقتا ئىدى.**

When you came, they were in the dormitory.

2. The Indirect Statement Mood Predicate Form of Substantive Words

(تۇرغۇن سۆزلەرنىڭ ۋاستىلىك بايان مەيلىدىكى خەۋەر شەكلى)

The Indirect Statement Mood predicate form of Substantive Words is constructed by *adding the Indirect Judgment Copula to Substantive Words*. These substantive word predicate forms indicate that the subject matter of the sentence is spoken as known indirectly (known later from facts or on the basis of the information of others, or newly learnt about). For example:

I wondered مەن ئۇنى ئوقۇغۇچىمكىن دەپتىمەن، **ئوقۇتقۇچى ئىكەن.**
whether he was a student, but apparently he's a teacher.
ئۇلارنىڭ ئۆيى بەك **يىراق ئىكەن**، ئىككى سائەتتە يېتىپ باردۇق.
Their house is a long way away; it took us two hours to get there.
بۇ كىتابنىڭ تىراژى **35 مىڭ ئىكەن.**
The impression of this book was apparently 35,000 (copies).
سىز مېنىڭدىن **بەش ياش كىچىك ئىكەنسىز.**
You are five years younger than me.
مەن كىچىك ۋاقتىمدا **ناھايىتى شوخ ئىكەنمەن.**
I was apparently very mischievous when I was little.
You *are* very shy. سىلى **بەك** تارتىنچاق **ئىكەنلا.**

That is to say, the Indirect Statement Mood predicate form of Substantive Words does not generally differ in tense, but sometimes, especially in the 3rd person, the past tense form constructed by *attaching the Past Tense form of the Indirect Judgment Copula* may be encountered.[149] For example:

At that time he was a student. ئۇ ئۇ چاغدا **ئوقۇغۇچى ئىكەندۇق.**

3. The Hearsay Statement Mood Predicate Form of Substantive Words

(تۇرغۇن سۆزلەرنىڭ ئاڭلاتما بايان مەيلىدىكى خەۋەر شەكلى)

The Hearsay Statement Mood predicate form of Substantive Words is divided into two types consisting of:

1) Present Tense **2) Past Tense**

1) The Present Tense Hearsay Statement Mood predicate form of Substantive Words is constructed by *attaching the Present Tense form of the Hearsay Judgment Copula to Substantive Words.* These substantive word predicate forms indicate that the subject matter of the sentence is spoken according to the remarks of others and is relevant to the time when it is being spoken. For example:

[149] This form is only used in Northern Xinjiang.

ئۇنىڭ دادىسى **ئۇستا دوختۇردەك.**
His father is reportedly a skilled doctor.
بۈگۈنكى كىنو **بەك ياخشى ئىمىش.**
Today's film is supposedly very good.
سەن **بەك ھاكاۋۇر ئىمىشسەن**، ئۇ سەندىن قورقارمىش.
They say you're very arrogant and that he's afraid of you.
مەن ئاڭلىدىم، سىز ناخشىغا **ناھايىتى ئۇستىدەكسىز.**
I've heard that you're very good at singing.
ئۇنىڭ گېپىنى ئاڭلىدىڭمۇ، مەن ئۇنىڭدىن **چوڭ ئىمىشمەن.**
Did you hear what he said, that I'm supposedly older than him.

2) The Past Tense Hearsay Statement Mood predicate form of Substantive Words is constructed by *adding the Past Tense form of the Hearsay Judgment Copula to Substantive Words.* These substantive word predicates indicate that the subject matter of the sentence is spoken according to the remarks of others and that it is relevant to a previous time or to the time prior to a certain matter. e.g.:

مەن كىچىكىمدە بەك **شوخ ئىكەنمىشمەن.**
I was supposedly very mischievous in my childhood.
بۇ يەرلەر بۇرۇن **سازلىق ئىكەنمىش.**
They say these places were formerly swampy.
سىلەر ئۇ چاغدا يېزىدا **ئىكەنمىشسىلەر.**
You were in the countryside at that time, so I've heard.

4. The Subjective Assessment Mood Predicate Form of Substantive Words

(تۇرغۇن سۆزلەرنىڭ سۇبيېكتىپ مۆلچەر مەيلىدىكى خەۋەر شەكلى)

The Subjective Assessment Mood Predicate Form of Substantive Words is divided into two types consisting of:

1) Present Tense **2) Past Tense**

1) The Present Tense Subjective Assessment Mood predicate form of Substantive Words is constructed by *attaching the Present Tense form of the Subjective Assessment Judgment Copula to Substantive*

***Words*. These substantive word predicate forms indicate that the subject matter of the sentence is spoken after reckoning according to a subjective understanding and that it is relevant to the time when it is being spoken**. For example:

I think I'm on duty today. بۈگۈن مەن **دىجورنىدۇرمەن.**

I reckon you're a student. سىز **ئوقۇغۇچىغۇ دەيمەن.**

I think their house is nearby. **ئۇلارنىڭ ئۆيى يېقىندۇ.**

I don't think they're at home today. **ئۇلار** بۈگۈن ئۆيىدە **يوققۇ دەيمەن.**

I reckon you're the same age as I am. سىز مېنىڭ بىلەن **تەڭدۇرسىز.**

2) The Past Tense Subjective Assessment Mood predicate form of Substantive Words is constructed by *attaching the Past Tense form of the Subjective Assessment Judgment Copula to Substantive Words.* These substantive word predicate forms indicate that the subject matter of the sentence is spoken after reckoning according to a subjective understanding and that it is relevant to a previous time or to the time prior to a certain matter. For example:

ئۇ چاغدا سەن يوق بولغىيدىڭ.

I don't think you were present at that time.

سىلەر كەلگەن كۈنى مەنمۇ **بار ئىدىمغۇ دەيمەن.**

I think I was also there the day you came.

I think they were at school that day. **ئۇلار ئۇ كۈنى مەكتەپتە بولغىيدى.**

مېنىڭ ئالدىمدا سۆزگە چىققان كىشى سىز ئىدىڭىزغۇ دەيمەن.

I think you were the person who came out to speak before me.

سىلەر ئۇ چاغدا **يېزىدا بولغىيدىڭلار؟**

I think you were in the countryside at that time, weren't you?

5. The Objective Assessment Mood Predicate Form of Substantive Words

(تۇرغۇن سۆزلەرنىڭ ئوبيېكتىپ مۆلچەر مەيلىدىكى خەۋەر شەكلى)

The Objective Assessment Mood predicate form of Substantive Words is constructed by *adding the Objective Assessment Judgment Copula to Substantive Words.* These substantive word predicate

forms indicate that the subject matter of the sentence is spoken after reckoning according to certain facts. For example:

It looks as if he's not at home today. ئۇ بۈگۈن ئۆيىدە **يوق ئوخشايدۇ.**

بۇ ئەھۋالغا قارىغاندا، سىز ئوقۇتقۇچى بولسىڭىز كېرەك.

Judging by these circumstances, you must be a teacher.

ئۇ چاغدا مەن ئۆيدە **يالغۇز چېغىمبا.**

I must have been at home alone at that time.

It looks as if this is their custom. **بۇ ئۇلارنىڭ ئادىتى ئوخشايدۇ.**

سىز مايمۇن يىللىق چېغىڭىزغۇ؟.

You must have been born in the year of the monkey.

§4 The Negative Form & The Judgment Noun Form of Substantive Words

(تۇرغۇن سۆزلەرنىڭ بولۇشسىز شەكلى ۋە ھۆكۈملۈك ئىسىم شەكلى)

1. The Negative Form of Substantive Words

(تۇرغۇن سۆزلەرنىڭ بولۇشسىز شەكلى)

The Negative form of Substantive Words is constructed by *adding the negative Judgment Copula* 'ئەمەس' *to Substantive Words* and indicates the negation of the fact expressed by the substantive word. The negative form of substantive words has an adjectival character and although it mainly occurs as a predicate form of substantive words and indicates the concept of negation, it may sometimes also serve as a separate qualifier. For example:

مەن ئۇ چاغدا ھازىرقىدەك **ئورۇق ئەمەسىدىم.**

At that time I wasn't as thin as I am now.

ئويلاپ گەپ قىل، **كىچىك بالا ئەمەسسەن.**

Think before you speak; you're not a little child.

This is not my book. **بۇ مېنىڭ كىتابىم ئەمەسكەن.**

ئاچقۇ مەندە ئەمەس، تۇرسۇندا.

I don't have the key on me; Tursun has it.

Is it right for you to **توغرا ئەمەس** نەرسىنى توغرا دېسەڭ بولامدۇ؟

say something is correct when it's not correct? [qualifier]

2. The Judgment Noun Form of Substantive Words

(تۇرغۇن سۆزلەرنىڭ ھۆكۈملۈك ئىسىم شەكلى)

The Judgment Noun form of Substantive Words is produced by *adding the word* 'ئىكەنلىك' (which is the Gerundal form of the Judgment Copula) *to Substantive Words*. The Judgment Noun form of Substantive Words indicates the existence of a fact which is expressed by a substantive word. It is used in place of a noun and is always linked in a possessive relationship with the word which indicates its agent. For example:

ئۇلار سېنىڭ تەرجىمان ئىكەنلىكىڭنى بىلمەيدىكەن.

They apparently don't know that you are a translator.

ئۇنىڭ ياخشى يولداش ئىكەنلىكىدە گەپ يوق.

It goes without saying that he's a good comrade.

مېنىڭ تېخى تەجرىبىسىز ئىكەنلىكىمنى ئۇنىڭغا ئۇقتۇرۇپ قوي.

Inform him that I'm still inexperienced.

ئۇ يەرگە بارغان كىشىنىڭ كىم ئىكەنلىكى ھېچكىمگە مەلۇم ئەمەس.

No one knows the identity of the person who has gone there.

Chapter 14
IMITATIVE WORDS (ONOMATOPOEIA)

(تەقلىد سۆزلەر)

§1 A Definition of Imitative Words

(تەقلىد سۆزلەرنىڭ مەنىسى)

Words which imitate a person's perceptions of hearing, seeing, and feeling are called Imitative Words.[150] For example:

The door creaked open. ئىشىك غىچ قىلىپ ئېچىلدى.

What can be heard in this din? بۇ ۋاراڭ-چۇرۇڭدا نېمىنى ئاڭلىغىلى بولىدۇ.

I can't read these illegible letters of his. ئۇنىڭ بۇ ئىمىر-چىمىر خەتلىرىنى مەن ئوقۇيالمايمەن

My heart gave a sudden jump. يۈرىكىم جىغ قىلىپ كەتتى.

The words 'غىچ' and 'ۋاراڭ-چۇرۇڭ' in these examples are imitative of sounds which are heard by a person's ears; the word 'ئىمىر-چىمىر' is imitative of a form seen by a person's eyes, and the word 'جىغ' is imitative of a kind of feeling felt by a person. These words are Imitative Words.

Imitative words are not considered to accurately reflect natural sounds, sights and feelings, but rather to be made in semi-imitation of them. Imitative words are encountered in all languages and if we attempt to compare words which are imitative of the same thing in different languages, we will see that they differ greatly. For example:

The sound expressed by the word 'شار-شۇر' (pouring/gushing) in Uyghur is expressed by huā huā (خۇا-خۇا) in Chinese, and the sound expressed by the word 'گۈلدۈر' (rumbling) in Uyghur is expressed by the word hōng lōng (خۇڭلۇڭ) in Chinese.

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[150] I prefer to use the term 'Imitative Word' rather than 'Onomatopoeia', as the latter normally only applies to the imitation of sounds, not to what is seen or felt.

This gives us to understand that, although imitative words are made in imitation of natural sounds, sights and feelings, they are nevertheless still symbols which possess a certain abstractivity like other words.

In the Uyghur language, imitative words have been highly developed. Because they posses a figurative quality, they play an important role in expressing ideas in a vivid, lively way and in making subtle distinctions between certain concepts. For example, the phrases:

roaring water/thundering water	گۈلدۈرلەپ ئېقىۋاتقان سۇ
cascading water	شارقىراپ ئېقىۋاتقان سۇ
murmuring water	شىرقىراپ ئېقىۋاتقان سۇ
babbling water	چۇرۇقلاپ ئېقىۋاتقان سۇ
trickling water	سىرقىراپ ئېقىۋاتقان سۇ

cause several kinds of running water, flowing in different quantities and different conditions, to appear before our eyes. **These different concepts have been expressed solely by means of imitative words.**

§2 Types of Imitative Words

(تەقلىد سۆزلەرنىڭ تۈرى)

It is possible to divide Imitative Words into three types according to their meaning:

1) Words Imitative of Sound	ئاۋاز تەقلىدلىرى
2) Words Imitative of Appearance	شەكىل تەقلىدلىرى
3) Words Imitative of Feeling	ھېسسىيات تەقلىدلىرى

1) Words Imitative of Sound/Onomatopoeia (ئاۋاز تەقلىدلىرى)

Words Imitative of Sound include words which are made in imitation of a person's perception of what he hears. For example:

(the sound of light rainfall)	شار ـ شار
(the sound of heavy rainfall or gushing water)	شار ـ شۇر
(the high, melodious sound of a bell, etc. ringing)	جىرىڭ ـ جىرىڭ

(the sound of a clamour, din, hubbub, noise, racket, commotion, row, disturbance, uproar, shindig, clatter)	ۋاراڭ ـ چۇرۇڭ
bang-bang (sound of hard objects striking against each other)	تاراق ـ تاراق
scratch-scratch, click-click, rattle-rattle (soft sound)	تىرىق ـ تىرىق
clatter-bang (sound of hard objects striking against each other)	تاراق ـ تۇرۇق
(the sound of rapid walking or running)	دۇكۇر ـ دۇكۇر
(the sound of a light footfall)	شىپ ـ شىپ
(The sound of heavy breathing or of escaping steam)	پۇش ـ پۇش
hiss-hiss	ۋىز ـ ۋىز
bang-bang (sound of hard objects striking against each other)	تاڭ ـ تۇڭ
ha-ha (sound of laughter)	ھا ـ ھا
waa-waa (sound of baby crying)	ئىڭە ـ ئىڭە
quack-quack, honk-honk (the cry of ducks or geese)	غاق ـ غاق
maa, baa (sound of sheep bleating)	مە

2) Words Imitative of Appearance (شەكىل تەقلىدلىرى)

Words Imitative of Appearance include words which are made in imitation of a person's perception of what he sees. For example:

flashing	ۋال ـ ۋۇل
sparkling, glittering, lustrous (of material, etc.)	پار ـ پۇر
flickering (of a candle flame or lantern light)	پىل ـ پىل
shivering, trembling (from anger, fear or cold)	غال ـ غال
swaying, shaking, trembling	لىڭ ـ لىڭ
staggering, tottering, swaying	دەلدەڭ ـ دۇلدۇڭ
blurred, illegible, indistinct, unclear,	ئىمىر ـ چىمىر
sparkling, twinkling (of sequins, stars, etc.)	پار ـ پار
revolving rapidly, spinning[151]	پىر ـ پىر

[151] This imitative word also appears to have a sound element — 'swooshing'.

3) Words Imitative of Feeling (هېسسىيات تەقلدلرى)

Words Imitative of Feeling include words which are made in imitation of a person's perception of what he feels. For example:

pulsating, throbbing (of a swollen or inflamed area)	لوق ـ لوق
pricking, stabbing	زىك ـ زىك
pins and needles or the jumping pain in legs when resting after a long walk	سىر ـ سىر
pricking, stinging; blinking	چىم ـ چىم
fluttering, jumping (of the heart); twingeing (of rheumatism)	جىغ

According to their structure, imitative words may be divided into two types consisting of:

1) Single Imitative Words	تاق تەقلد سۆزلەر
2) Paired Imitative Words	جۈپ تەقلد سۆزلەر

1) Single Imitative Words (تاق تەقلد سۆزلەر)

Single Imitative Words are formed from a small group of sounds and indicate a basic perception. For example:

roar, whine (sound of an engine/movement of a large crowd)	گۇر
ring, dong (sound of a gong or bell)	جاك
gushing, pouring (sound of water)	شار
bang (sound of hard objects striking against each other)	تاراق
scratching, soft rattle	تىرىق
clamour, din, hubbub, noise, racket	ژاراك
clatter, crash	گۇلدۇر
roar (of laughter)	پاراق
hiss (as of a match being struck)	ۋىز
(sound of water just before kettle boils)	گىز
hiss, sizzle (sound of damp things being put in fire or into hot oil)	پىز
(sound of fast flowing water); shudder (of fear)	شۇر
rush, surge (sudden, rapid movement of people, animals or birds from one place to another); roar (of an engine starting up)	دۇر

flash, glitter, lustre	ژال
flicker, flash (of sun, star, light)	پال
sparkle, twinkle (of sequins, stars, etc.)	پار
prick, stab, twinge (of pain)	زىك
pinch, sting, stab (of pain)	چىم
throb (of inflamed or swollen area)[152]	لوق

2) Paired Imitative Words (جۈپ تەقلد سۆزلەر)

Paired Imitative Words may be further divided into two types:

A. Repeated Imitative Words	تەكرار تەقلد سۆزلەر
B. Mixed Imitative Words	ئارىلاش تەقلد سۆزلەر

A. Repeated Imitative Words (تەكرار تەقلد سۆزلەر)

Repeated Imitative Words are produced by the repetition of Single Imitative Words and indicate the repetition of a perception. e.g.:

roaring, whining (sound of an engine or the movement of a large crowd)	گۇر ـ گۇر
dong-dong, ringing (sound of a bell or gong)	جاك ـ جاك
ding-a-ling, ring-ring	جىرىك ـ جىرىك
scratch-scratch, click-click, rattle-rattle (soft sound)	تىرىق ـ تىرىق
(sound of everybody talking at once; a hubbub)	ژاراك ـ ژاراك
crash-bang; roaring, rolling or rumbling (as of thunder)	گۇلدۇر ـ گۇلدۇر
murmuring (of gently flowing water); whirr-whirr (as of sewing machine)	شىر ـ شىر
roars (of laughter; and sound of boiling water)	پاراق ـ پاراق
hiss-hiss	ۋىز ـ ۋىز
glittering, sparkling, shining (as of fire or sequins)	ژال ـ ژال
sparkling (as of sequins)	پار ـ پار
gleaming, glistening, glittering, shimmering	ۋىل ـ ۋىل

[152] The author also includes 'تۇرۇق' and 'چۇرۇك', but these are only used as the second element of paired imitative words, not on their own.

shaking, swaying trembling	لىڭ ـ لىڭ
throbbing (of a swollen or inflamed area)	لوق ـ لوق
pricking, stabbing (of pain)	زىڭ ـ زىڭ
pinching, stinging, stabbing (of pain); blinking	چىم ـ چىم

B. Mixed Imitative Words (ئارىلاش تەقلىد سۆزلەر)

Mixed Imitative Words are produced by the pairing up of two related Single Imitative Words and indicate a mixture of various kinds of one type of perception. For example:

(the sound of heavy rainfall or gushing water)	شار ـ شۇر
(the sound of a clamour, din, hubbub, noise, racket, commotion, row, disturbance, uproar, shindig, clatter)	ۋاراڭ ـ چۇرۇڭ
clatter-bang (sound of hard objects striking against each other)	تاراق ـ تۇرۇق
clang-clang, jingle-jangle, clinking and tinkling	جاراڭ ـ جۇرۇڭ
bang-bang, knocking and banging	تاق ـ تۇق
sizzling and hissing, buzzing and droning	ۋاز ـ ۋۇز
bang-crash, bang-bang	تاڭ ـ تۇڭ
rumbling and cracking of a thunder clap	گۈلدۇر ـ تاراس
flashing	ۋال ـ ۋۇل
sparkling, glittering, lustrous (of material, etc.)	پار ـ پۇر
staggering, tottering, swaying	دەلدەڭ ـ دۇلدۇڭ

§3 Grammatical Properties of Imitative Words

(تەقلىد سۆزلەرنىڭ گراممماتىك خۇسۇسىيىتى)

1) Some Imitative Words function as nouns, adjectives or adverbs and are used in the sentence in the same way as those word classes. For example:

ۋاراڭ ـ چۇرۇڭ ئەمدى بېسىلدى. (ئىگە)

The hubbub has just subsided. (subject)

بۇ **تاراق ـ تۇرۇقنى** توختاتساڭلارچۇ؟ (تولدۇرغۇچى)

Can't you stop this banging and clattering? (direct object)

بۇ **گۈلدۇر ـ غالدۇردا** نېمە ئىش قىلغىلى بولسۇن. (هالەت)[153]

How can anyone work in this rattling and rumbling? (adverbial modifier)

تېشى **پال ـ پال**، ئىچى **غال ـ غال**. (خەۋەر)

His outside sparkles, his inside is empty. (i.e. He looks intelligent, but he really doesn't know anything./He's very handsome, but he's as poor as a church mouse./He's very well dressed, but he hasn't got the brains to match.) (predicate)

غۇر ـ غۇر شامال سوقۇۋاتىدۇ. (ئېنىقلىغۇچى)

A soughing wind is blowing. (qualifier)

بېشىم **زىڭ ـ زىڭ** ئاغرىپ بولمايۋاتىدۇ. (هالەت)

My head won't stop throbbing. (adverbial modifier)

2) Almost all Imitative Words produce compound verbs *when combined with the verb* 'قىلماق'. For example:

to roar, whine	گۇر قىلماق	to crack	تاراس قىلماق
to hiss	پۇس قىلماق	to flash, to glitter	ۋال قىلماق
to prick, to stab	زىڭ قىلماق	to hiss, to sizzle	پىژ قىلماق
to click, to crack	چاس قىلماق	to clatter, to crash	داڭ قىلماق
to pirouette, revolve, rotate, spin			پىر قىلماق
to rustle (of leaves, etc.), to murmur (of water)			شىر ـ شىر قىلماق
to rev up, roar, whine			گۇر ـ گۇر قىلماق
to flash, to glitter and sparkle			ۋال ـ ۋال قىلماق
to pulsate, throb			لوق ـ لوق قىلماق
to breathe heavily, to snore gently			پۇش ـ پۇش قىلماق
to make a lot of noise, make a din, be noisy			ۋاراڭ ـ چۇرۇڭ قىلماق
to bang and clatter			تاراق ـ تۇرۇق قىلماق
to shake, stagger, sway, totter			غالداڭ ـ غۇلدۇڭ قىلماق
to make indistinct or illegible, to scribble			ئىمىر ـ چىمىر قىلماق

Of such compound verbs, those which are produced from single words basically function as adverbial modifiers in the Associative Adverbial form, or as qualifiers in the participial form. For example:

[153] The word **'گۈلدۇر ـ غالدۇر'** is used in spoken language where **'غالدىر ـ غۇلدۇر'** would be used in writing.

ماشىنا گۇر قىلىپ ئۆتۈپ كەتتى.
The lorry passed with a roar/The lorry roared past.
ئەينەك چارس قىلىپ يېرىلىپ كەتتى.
The glass cracked/… split with a crack.
ئۆيدىن تارس قىلغان بىر ئاۋاز ئاڭلاندى.
A soft cracking sound was heard from the house.

Those produced from paired words sometimes function as predicates, but mostly function as adverbial modifiers in the Associative Adverbial form, or as qualifiers in the participial form. For example:

تاراق-تۇرۇق قىلماڭلار، باشقىلار دەرس ئوقۇۋاتىدۇ.
Don't make a clatter; the others are having a lesson.
They must have arrived, I can hear the sound of the vehicle (lit. the vehicle is roaring). ئۇلار كەلگەن ئوخشايدۇ، ماشىنا گۇر-گۇر قىلىۋاتىدۇ.
ئۇلار پۇش-پۇش قىلىپ ئۇخلاۋاتىدۇ.
They're snoring gently in their sleep.
My leg is throbbing painfully. پۇتۇم لوق-لوق قىلىپ ئاغرىۋاتىدۇ.
سائەتنىڭ چىك-چىك قىلغان ئاۋازىدىن باشقا ئاۋاز يوق.
There's not a sound, apart from the tick-ticking of the clock.

3) *When combined with the following suffixes*, Single Imitative Words can become Derived Verbs.

◊ — ـ بلدا//ـ بلدە//ـ ۋلدا//ـ ۋلدە

This suffix is attached to *monosyllabic imitative words ending in a consonant*. For example:

to tick	چىك + ـ بلدا ← چىكىلدا ـ
to roar, whine	گۇر + ـ ۋلدە ← گۇرۇلدە ـ
to shake, shiver, tremble	دىر + ـ بلدە ← دىرىلدە ـ
to breathe heavily, snore gently	پۇش + ـ ۋلدا ← پۇشۇلدا ـ

◊ — ـ لە//ـ لا

This suffix is attached to *polysyllabic imitative words*. For example:

to clang, ring, tinkle	جاراڭ + ـ لا ← جاراڭلا ـ
to crash, roar, rumble, thunder	گۈلدۇر + ـ لە ← گۈلدۇرلە ـ

to jingle, ring	جىرىڭ + ـ لا ← جىرىڭلا ـ
to babble, bubble, gurgle, rustle	شىلدىر + ـ لا ← شىلدىرلا ـ
to mew, miaow	مياۋ + ـ لا ← مياۋلا ـ
to rumble, boom (e.g. as when a house collapses or a bomb explodes)	گۈمبۇر + ـ لە ← گۈمبۇرلە ـ

◊ — ـ قىرا//ـ كىرە

This suffix is attached to *monosyllabic imitative words ending in* 'ر'. For example:

to clamour, shout (to make a loud angry noise)	جار + ـ قىرا ← جارقىرا ـ
to hum, whine, whistle	گۇر + ـ كىرە ← گۇركىرە ـ
to be hoarse, to snarl (of a dog)	خىر + ـ قىرا ← خىرقىرا ـ
to glitter, glow, shine, sparkle	پار + ـ قىرا ← پارقىرا ـ

◊ — ـ را//ـ رە

This suffix is attached to *certain imitative words ending in a vowel or* 'ڭ'. For example:

to low, moo	مۆ + ـ رە ← مۆرە ـ
to baa, bleat	مە + ـ رە ← مەرە ـ
to bray, howl	هاڭ + ـ را ← هاڭرا ـ[154]

◊ — ـ شى

This suffix is attached to *certain monosyllabic imitative words ending in* 'ڭ' *or* 'ۋ'. For example:

to hum, whine	غىڭ + ـ شى ← غىڭشى ـ
to buzz, drone, mutter angrily	غوڭ + ـ شى ← غوڭشى ـ
to be shaky, shake, sway	لىڭ + ـ شى ← لىڭشى ـ
to bark, growl	هاۋ + ـ شى ← هاۋشى ـ

[154] The author also includes 'ۋاڭرا ـ', but this does not appear to be a genuine word, although there is a verb 'ۋاڭشى ـ' (to bark)

4) It is possible to turn single imitative words into adverbs by *repeating the final consonant and attaching the suffix* '-ئىدە'. e.g.:

with a flop, with a slap	پاق + ق + -دە ← پاققىدە
with a splash, with a swish	شار + ر + -دە ← شارىردە
with a crack, creakily (of wood breaking)	غاچ + چ + -دە ← غاچچىدە
with a thud	گۇپ + پ + -دە ← گۇپپىدە
with a flap, shakily, with a shake (abruptly, suddenly, unexpectedly),	پۇلاك + ك + -دە ← پۇلاكىدە
with a hiss, with a whistle	ۋىز + ز + -دە ← ۋىزىدە

5) Some Imitative Words may be used as a sentence (or clause) in works of literature. For example:

ـــ تات-تات-تات، ـــ پىلىموت ئېتىلىشقا باشلىدى.

'Rat-tat-tat', the machine gun began to fire.

ـــ قى-قى-قى! ـــ خوراز چىللىدى.

'Cock-a-doodle-doo!' crowed the cock.

Chapter 15
FUNCTION WORDS
(يارىدەمچى سۆزلەر)

Words which cannot occur on their own as sentence components, but merely indicate a supplementary (grammatical) meaning *when added to independent words or sentences*, are called Function Words. Uyghur **Function Words** may be divided into three types according to their semantic properties and grammatical role:

1. Postpositions	تىركەلمىلەر
2. Conjunctions	باغلىغۇچىلار
3. Particles	يۈكلىمىلەر

§1 Postpositions (تىركەلمىلەر)

Function Words which are *added to a noun, or a word functioning as a noun*, and indicate various relationships between that word and other words in the sentence or phrase, are called Postpositions. That is to say, Postpositions are like nominal case suffixes in their grammatical role, and they also take their position in line along with the nominal case suffixes. For example:

Case	Singular	Plural	Ownership-Dependent
Nominative Case	بالا	باللار	باللىرىم
Genitive Case	بالىنىڭ	باللارنىڭ	باللىرىمنىڭ
Dative Case	بالىغا	باللارغا	باللىرىمغا
Accusative Case	بالىنى	باللارنى	باللىرىمنى
Locative Case	بالىدا	باللاردا	باللىرىمدا
Ablative Case	بالىدىن	باللاردىن	باللىرىمدىن
Locative-Qualitative Case	بالىدىكى	باللاردىكى	باللىرىمدىكى
Similitude Case	بالىدەك	باللاردەك	باللىرىمدەك

Limitative Case	بالبلرىمغچه	بالبلارغچه	بالبلغچه	
Equivalence Case	بالبلرىمچىلىك	بالبلارچىلىك	بالبلچىلىك	
Analytic Case (Noun + Postposition)	بالبلرىم بىلەن	بالبلار بىلەن	بالا بىلەن	
	بالبلرىم ئۈچۈن	بالبلار ئۈچۈن	بالا ئۈچۈن	
	بالبلرىم توغرۇلۇق	بالبلار توغرۇلۇق	بالا توغرۇلۇق	
	بالبلرىم ئارقىلىق	بالبلار ئارقىلىق	بالا ئارقىلىق	

Therefore, constructions which have been produced *by combining nouns with postpositions* are considered to be the Analytic Case Form[155] of the noun. This has been discussed in **Chapter 4 (*Nouns*), §6 (*Noun-Postposition Constructions*)** and the meaning of the basic postpositions has also been fully introduced in that section. At this point other properties of Postpositions will be briefly discussed.

Uyghur Postpositions may be divided into two types:

Proper Postpositions خاس تركەلمىلەر

Role-shifted Postpositions كۆچمە تركەلمىلەر

Only the postpositions 'كەبى', 'قاتارلىق', 'توغرۇلۇق', 'ئارقىلىق', 'ئۈچۈن' and 'قەدەر', 'ئائىت', 'ئېتىبارەن', which occur solely in the role of post-positions, qualify as Proper Postpositions. Some postpositions are derived from other words or from certain grammatical forms of other words and are homonyms of the word, or the grammatical form of the word, from which they have been derived. For example, **the postposition 'بىلەن'** (with) ***has been derived from the conjunction*** **'بىلەن'** (and) **and is homonymous with that conjunction.** For example:

Äkhmät and Kasim came. ئەخمەت بىلەن قاسىم كەلدى.

Write with a pen. قەلەم بىلەن يېزىڭ.

The postposition 'تەرىپىدىن' (by) ***has been derived from the 3rd person ablative case form of the noun*** **'تەرەپ'** (side) **and is homonymous with that grammatical form of that noun.** For example:

[155] 'Analytic' means using word order (i.e. separate words) to express grammatical structure as opposed to 'Synthetic', which means using inflection (suffixes) for the expression of grammatical structure.

Pass on his right side. ئۇنىڭ ئوڭ تەرىپىدىن ئۆت.
راسخوت ھۆكۈمەت تەرىپىدىن بېرىلىدۇ.

Expenses will be paid by the government.

The postposition 'قارىغاندا' (compared to/in comparison with/than) ***has been derived from the locative case perfect participial form of the verb*** **'قارا-'** (to look) **and is homonymous with that grammatical form of that verb.** For example:

ئەھۋالغا قارىغاندا، ئۇلار بۈگۈن كەلمەيدۇ.

Judging by the circumstances, they will not come today.

You are better than me (/I). ماڭا قارىغاندا سەن ياخشى.

Postpositions of this kind, *which have been derived from certain words, or from particular grammatical forms of certain words*, are called Role-shifted Postpositions. Role-shifted Postpositions differ from the words or word forms from which they have been derived by having become abstract in their meaning, or by having changed their grammatical characteristics. For example, **when the word 'بىلەن' occurs in the role of a conjunction, *it comes between two nouns, or two words functioning as nouns*** (e.g. ئەخمەت بىلەن قاسىم — Äkhmät and Kasim), **but when it occurs in the role of a postposition, *it is added to a noun or a word functioning as a noun* and, at the same time, it becomes subordinate to a verb** (e.g. قەلەم بىلەن يېزىڭ — Write with a pen). **When the word 'قارىغاندا' occurs in the role of a verb, it expresses such meanings as action, state, nominal property and locative case.** For example:

تازا دىققەت بىلەن قارىغاندا كۆرگىلى بولىدۇ.

It's possible to see when one looks really carefully.

When it occurs in the role of a postposition it only expresses the sense of comparison. For example:

You are better than me (/I). ماڭا قارىغاندا، سەن ياخشى.

When comparing Proper Postpositions and Role-shifted Postpositions, the degree of abstractivity of Role-shifted Postpositions is somewhat lower than that of Proper Postpositions. Some Role-shifted Postpositions retain certain grammatical properties of the

word from which they have been derived. For example, **because the postpositions 'ھەققىدە' and 'توغرىسىدا' have been *derived from the 3rd person ownership-dependent locative case forms of the nouns* 'ھەق' (ئۇلۇش — right) and 'توغرا' (ئۇدۇل تەرەپ — straight), they may occasionally occur in the locative-qualitative case, or in the 1st and 2nd person ownership-dependent forms**. For example:

my opinion <u>about the lesson</u>	**دەرس توغرىسىدىكى** پىكرىم
a lecture <u>about the situation</u>	**ۋەزىيەت ھەققىدىكى** دوكلات
Nothing was said <u>about you</u>.	**سىزنىڭ توغرىڭىزدا** گەپ بولمىدى.

§2 Conjunctions (باغلىغۇچلار)

Function words which play a role in linking words, phrases and sentences with each other are called <u>Conjunctions</u>.

The basic Uyghur Conjunctions may be analysed as follows, according to their meaning and function:

1) <u>Listing Relationship Conjunction</u> (تىزلما مۇناسىۋەت باغلىغۇچىسى)

ۋە، ھەم	and

2) <u>Combined Relationship Conjunction</u> (بىرلەشمە مۇناسىۋەت ب.)

بىلەن	and, with

3) <u>Linked Relationship Conjunction</u> (چېتىشما مۇناسىۋەت ب.)

ھەم ... ھەم	both...and

4) <u>Commonality Conjunction</u> (ئوخشاشلىق باغلىغۇچىسى)

ـمۇ ... ـمۇ	and ... too
نە...نە	neither ... nor

5) <u>Optative Conjunction</u> (تاللاش باغلىغۇچىسى)

ياكى، يا	or
خاھى	or, regardless of, whether or not, no matter

6) <u>Deepening Conjunction</u> (چوڭقۇرلاش باغلىغۇچىسى)

ھەتتا ... ـمۇ	even (to the point of), although, even though
ھېلىغۇ	not only

7) <u>Progressive Conjunction</u> (ئىلگىرىلەش باغلىغۇچىسى)

ئۇنىڭ ئۈستىگە	besides, in addition

8) <u>Contrastive Conjunction</u> (بۇرۇلۇش باغلىغۇچىسى)

بەلكى	but/but instead/but rather (+ ـمۇ = but also)
ئەكسىچە	on the contrary
دېگەنبىلەن، ئەمما، ۋەھالەنكى، بىراق، لېكىن	but, however, nevertheless
ئەمسە	in that case, then

9) <u>Emphatic Conjunction</u> (تەكىتلەش باغلىغۇچىسى)

خۇسۇسەن، بولۇپمۇ	especially, particularly, in particular

10) <u>Explanatory Conjunction</u> (ئىزاھات باغلىغۇچىسى)

يەنى	i.e., namely, that is (to say)

11) <u>Summarizing Conjunction</u> (يەكۈن باغلىغۇچىسى)

دېمەك	in short, to sum up, that is to say

12) <u>Supplementing Conjunction</u> (تولۇقلاش باغلىغۇچىسى)

شۇنىڭدەك	in addition, moreover
شۇنداقلا	and, furthermore, in addition

13) <u>Generalizing Conjunction</u> (ئومۇملاشتۇرۇش باغلىغۇچىسى)

قىسقىسى	in brief, in short
ئومۇمەن ئېيتقاندا	generally speaking, on the whole

14) <u>Distinguishing Conjunction</u> (ئايرىش باغلىغۇچىسى)

جۈملىدىن	to be specific, in particular

15) <u>Oppositional Conjunction</u> (قارشىلىق باغلىغۇچىسى)

ـ ئۇ (ـ يۇ)	if... how on earth do you/does he think, etc.

16) <u>Result Conjunction</u> (نەتىجە باغلىغۇچىسى)

شۇڭا	so, therefore
شۇنىڭ ئۈچۈن	therefore, as a result, for this reason, so
شۇڭلاشقا	so, therefore, consequently

17) <u>Causal/Reason Conjunction</u> (سەۋەپ باغلىغۇچىسى)

نېمىشقا دېگەندە، چۈنكى، سەۋەبى	because

18) <u>Subordinating Conjunction</u> (ئەگەشتۈرمە باغلىغۇچىسى)

ـ كى	that

19) Conditional Conjunctions (شەرت باغلىغۇچىسى)[156]

مۇبادا، ئەگەر	if, in the event of
گەرچە	although, even though

Conjunctions play an extremely important role in clarifying the relationships between words, phrases and sentences. In some syntactical structures the role of the conjunction is so important, that it is impossible to imagine those kinds of syntactical structure without those conjunctions. For example:

شائىر **بىلەن** تىلنىڭ مۇناسىۋىتى خۇددى بۇلۇق **بىلەن** سۇنىڭ مۇناسىۋىتىگە ئوخشايدۇ.

The relationship between a poet and language is just like the one between a fish and water.

The constructions 'شائىر بىلەن تىلنىڭ' and 'بۇلۇق بىلەن سۇنىڭ', in the above sentence, are not possible without the conjunction 'بىلەن'.

(Either) we'll go or they'll come. بىز بارىمىز **ياكى** ئۇلار كېلىدۇ.

Likewise, the above construction could not exist without the conjunction 'ياكى', and so on.[157]

1) Listing Relationship Conjunction (تىزىلما مۇناسىۋەت باغلىغۇچىسى)

بۇگۈنكى يىغىنغا ئوقۇتقۇچى **ۋە** ئوقۇغۇچىلار قاتناشتى.

Teachers and students attended today's meeting.

مەن بازاردىن گۆش **ھەم** سەي سېتىۋالدىم.

I bought meat and vegetables from the bazaar.

2) Combined Relationship Conjunction (بىرلەشمە مۇناسىۋەت ب.)

تۈنۈگۈن بازارغا ھەدىيە **بىلەن** كامىلە باردى.

Yesterday Hädiyä and Kamilä went to the bazaar (together).

3) Linked Relationship Conjunction (چېتىشما مۇناسىۋەت ب.)

مەن تۈنۈگۈن **ھەم** كىر يۇيۇدۇم **ھەم** تاپشۇرۇق ئىشلىدىم.

Yesterday I (both) did the washing and did my homework.

[156] The author has not included these emphatic Conditional Conjunctions. They are always used with the hypothesis-objection mood of the verb and add extra emphasis.

[157] At this point the author states that every conjunction will be introduced in detail in the chapters on 'Phrases' (سۆز بىرىكمىسى) and 'Complex Sentences' (مۇرەككەپ جۈملە), in the volume on Syntax. However, this volume has never been produced, therefore I have included examples of the usage of each of the conjunctions given.

4) Commonality Conjunction (ئوخشاشلىق باغلىغۇچىسى)

ئۇمۇ يېدى، **مەنمۇ** يېدىم. He ate and I ate too.

نە كۈندۈزى دەم ئالالمىدىم **نە** كېچىسى.

I could neither rest during the day nor at night.

5) Optative Conjunction (تاللاش باغلىغۇچىسى)

بۇگۈن **ياكى** سەن ئاش ئەت **ياكى** مەن ئاش ئېتەي.

Either you cook today or I'll cook.

يا سەن بار **يا** مەن باراي. Either you go or I'll go.

ئۇ **خاھى** كەلسۇن **خاھى** كەلمىسۇن، مېنىڭ كارىم يوق.

I don't care whether he comes or not.

6) Deepening Conjunction (چوڭقۇرلاش باغلىغۇچىسى)

مەريەم بەك تىرىشىپ ئوقۇيدۇ، **ھەتتا** شەنبە كۈنمۇ ئارام ئالمايدۇ.

Märyäm studies very hard; she doesn't even rest on Saturday.

ھادىل **ھېلىغۇ** خەنزۇچە ئىكەن، ھەتتا ئىنگلىزچىنمۇ، شۇنداق راۋان سۆزلەيدۇ. Not only does Hadil speak Chinese fluently, but he also speaks English fluently.

7) Progressive Conjunction (ئىلگىرىلەش باغلىغۇچىسى)

ئۇ بۈگۈن زۇكامداپ قاپتۇ، **ئۈستىگە ئۈستىگە** قورسىقىمۇ ئاغرىپ قاپتۇ.

He has a cold today and in addition his stomach's aching.

8) Contrastive Conjunction (بۇرۇلۇش باغلىغۇچىسى)

بۈگۈن ئوقۇغۇچىلار ئەمەس **بەلكى** ئوقۇتقۇچىلار تازىلىق قىلدۇ.

The students won't clean today, but the teachers will.

مەن لەڭمەن يېمىدىم بەلكى پولۇ يېدىم.

I didn't eat noodles, I ate pilau instead.

كامىلە تۈنۈگۈن دەرس ئۆگەنمىدى، **ئەكسىچە** مېھمان كۈتتى. Kamilä didn't study yesterday, on the contrary she entertained guests.

مەن ئۇنىڭ ئۆيىگە بېرىپ، بالىسىنى كۆردۈم، **لېكىن** ئۇزىنى كۆرمىدىم.

I went to his house and saw his child, but I didn't see him.

يەكشەنبە كۈنى مېنىڭ ئۆيۈمگە باشقا مېھمان كەلدى، **بىراق** مۇھەببەت كەلمىدى. On Sunday visitors came to my house, but Muhäbbät didn't come, however.

ئۇ بارىمەن **دېگەنبىلەن** بارمىدى. He didn't go, despite saying he would.

ئۇ قەشقەرگە كېلىمەن **دېگەنبىلەن**، ئەمەلىيەتتە كەلمەيدۇ.
He said he would come to Kashgar but, in fact, he's not coming.
ئۇ ئالىي مەكتەپتە ئوقۇيمەن دېگەنىدى، **ۋەھالەنكى** ئىمتىھاندىن ئۆتەلمەي قالدى.
He said he was going to go to university, but he didn't pass the examination.

The Conjunction 'ئەمىسە' (باغلىغۇچىسى «ئەمىسە»)[158]

When *it occurs at the beginning of a reply*, it indicates that a previously spoken matter has been made into a condition which is linked to its result by means of this conjunction. For example:

'I can't go.' — مەن بارالمايمەن.
'In that case I'll go.' — **ئەمىسە** مەن باراي.
(i.e. If you can't go, [then] I'll go.)
This dictionary won't do. — بۇ لۇغەت بولمايدۇ.
Then take this one. — **ئەمىسە** مانى ئال.
(i.e. If that won't do, [then] take this one.)
I'm not going to attend the meeting. — مەن بۇ يىغىنغا قاتناشمايمەن.
Then why have you come? (i.e. If you're not going to attend the meeting, [then] why have you come.) — **ئەمىسە** نېمىشقا كەلدىڭ.

9) Emphatic Conjunction (تەكتلەش باغلىغۇچىسى)

ئۇ ھەممە دەرسنى ياخشى كۆرىدۇ، **بولۇپمۇ** تارىخ دەرسنى تېخىمۇ ياخشى كۆرىدۇ.
He likes all his lessons, particularly history.
مەن تەنتەربىيە پائالىيەتلىرىنى ياخشى كۆرىمەن، **خۇسۇسەن** ۋاسكېتبول ئويناشنى بەك ياخشى كۆرىمەن.
I like sports and I especially like playing basketball.

10) Explanatory Conjunction (ئىزاھات باغلىغۇچىسى)

مەن ئۇيغۇرچە ئۆگەنگىلى خېلى ئۇزۇن بولدى، **يەنى** ئۈچ يىل بولدى.
I've been learning Uyghur for quite a while, that is to say, for three years.

[158] The author has placed 'ئەمىسە' in the section on particles. However, as this sense of it is given as a conjunction in Volume 1 of the 'ئۇيغۇر تىلىنىڭ ئىزاھلىق لۇغىتى' and it serves in the role of a contrastive conjunction, I felt it appropriate to include it here.

11) Summarizing Conjunction (يەكۈن باغلىغۇچىسى)

چەت ئەللىك ئوقۇغۇچىلار ئۇيغۇر تىلىنى بەك ياخشى ئۆگەنىدى، **دېمەك** كۆپىنچىسى راۋان سۆزلىيەلەيدۇ ھەم يازالايدۇ.
The foreign students have learnt Uyghur really well; that is to say, most of them can speak and write fluently.

12) Supplementing Conjunction (تولۇقلاش باغلىغۇچىسى)

ئۇلارنىڭ ھەممىسى تېز يۈگۈردى، **شۇنىڭدەك** بىزمۇ تېز يۈگۈردۇق، ئاخىرى ھەممىمىز ياخشى نەتىجىگە ئېرىشتۇق.
They all ran fast and more-over, we ran fast too, so, in the end, we all achieved a good result.
تۈنۈگۈن كەلگەن مېھمانلار بەك رازى بولدى، **شۇنداقلا** بىزمۇ بەك خۇرسەن بولدۇق.
The guests who came yesterday were very pleased, and in addition, we were also very happy.
ئۇ تىرىشىپ ئۆگەندى، **شۇنداقلا** ئالىي مەكتەپكە ئوقۇشقا كىردى.
He studied very hard and furthermore, he got into university.

13) Generalizing Conjunction (ئومۇملاشتۇرۇش باغلىغۇچىسى)

بىز ھەممىمىز ياخشى ئۆتەيلى، **قىسقىسى** سوقۇشمايلى.
Let's live in harmony, in short, let's not fight.
ئومۇمەن ئېيتقاندا ساۋاقداشلارنىڭ ھەممىسى تىرىشىپ ئۆگىنىدۇ.
On the whole all the schoolmates study hard.

14) Distinguishing Conjunction (ئايرىش باغلىغۇچىسى)

مەريەم بىر قانچە تىلنى ياخشى سۆزلەيدۇ، **جۈملىدىن** ئىنگلىز تىلىنى ھەممىدىن ياخشى سۆزلەيدۇ.
Märyäm speaks a number of languages well, but, to be specific, she speaks English best of all.

15) Opposition Conjunction (قارشىلىق باغلىغۇچىسى)[159]

مەن **بىلمەيمەنيۇ**، سەن قانداق بىلەتتىڭ؟
If I don't know, how on earth do you think you would know?

16) Result Conjunction (نەتىجە باغلىغۇچىسى)

ئۇ ئاغرىپ قالدى، **شۇڭا** دەرسكە كېلەلمىدى.
He was taken ill, so he was unable to attend class.

[159] On p. 299 of the Grammar section of 'ئالىي مەكتەپلەر ئۈچۈن دەرسلىك، ھازىرقى زامان ئۇيغۇر تىلى، 2000', '-يۇ' is given as a particle giving the sense of emphasis and displeasure.

ئۇ مەن بىلەن سوقۇشۇپ قالغان، **شۇنىڭ ئۈچۈن** مەن بىلەن كۆرۈشمىدى.
He'd had a fight with me, therefore he wouldn't speak to me.
قاتتىق بوران چىقتى، **شۇڭلاشقا** چېچەكلەر تۆكۈلۈپ كەتتى.
A fierce storm blew up and consequently the blossoms dropped.

17) Causal/Reason Conjunction (سەۋەپ باغلىغۇچىسى)

ئۇ دەرسكە كېلەلمىدى، **چۈنكى** ئۇ ئاغرىپ قالغانىدى.
He was unable to attend class, because he had been taken ill.
ئۇ مەن بىلەن كۆرۈشمىدى، **سەۋەبى** مەن بىلەن سوقۇشۇپ قالغان.
He wouldn't talk to me, since he'd had a fight with me.
كامىلە بۈگۈن دەرسكە كەلمىدى، **نېمىشقا دېگەندە** بۈگۈن ئۇلارنىڭ بايرىمى بولدى.
Kamilä didn't come to class today, because today is their festival.

18) Subordinating Conjunction (ئەگەشتۈرمە باغلىغۇچىسى)

مەريەم ئۇيغۇر تىلىنى شۇنداق ياخشى **ئۆگەنگەنكى**، ئۇ ئۇيغۇرچىنى سۆزلىسە هەممە ئادەم هەيران بولىدۇ.
Märyäm has learnt Uyghur so well, that when she speaks Uyghur people are amazed.

19) Conditional Conjunction (شەرت باغلىغۇچىسى)

ئەگەر سەن كەلمىگەن بولساڭ، بۇ چاتاق ئۇزۇلمەيتتى.
If you had not come, this problem would not have been overcome.
مۇبادا ئۇنىڭ هېكايىلىرىنىڭ بىرەر بۆلىكىگە تېگىلسە، ئۇ چاغدا هېكايىنىڭ پۈتۈن قىسمى تەسىرگە ئۇچرايدۇ.
If a part of one of his stories is changed, then the whole story will be affected.
بولسىمۇ، **مۇبادا** ئارىمىز يىراق،
يۈرەك رىشتىمىز ئۇزۇلمەس بىراق.
Though the distance between us may be great,
Nevertheless the bond of our hearts will not be broken.

§3 Particles (يۆكلىمىلەر)

Function words which are *attached to words, phrases, or sentences* and indicate an additional meaning are called Particles. Generally speaking, Particles occur side by side with grammatical forms of words, or with sentences, and indicate that the word or sentence is spoken in a specific manner. In the Uyghur language, the following particles are relatively common:

ـمۇ	ـچۇ	ـما	ـغۇ (ـقۇ)
-دە (-تە)	ـكەن	ـلا	ـزە
ـئا	-ھە (ـئە)	مەيلى	تېخى
قېنى	ئېھتىمال	ناھايىتى	ھەر ھالدا
جۇمۇ	بىكار (ھېلى بىكار)	ئىشقىلىپ	خۇددى
بەئەينى	گويا	زادى	بەلكى (بەلكىم)
ھەتتا	خالاس	ھېلىمۇ (ھېلىمۇ ياخشى)	
يەنە	پەقەت	يالغۇز	مانا
ئەنە	دەيمەن	دەيسەن (دەيسىز، دەيسىلەر)	
دەڭا (دېگىنە، دەڭلار)		دەمسەن (دەمسىز، دەمسىلەر)	

***When combined with a grammatical form of a word*, specific particles play the role of producing another kind of grammatical form. Certain particles carry out several different particle functions when in different positions.** The meaning and usage of the above particles will be fully introduced below, one by one.

The Particle 'ـمۇ' (« ـمۇ» يۆكلىمىسى)

1) As an Interrogative Particle, 'ـمۇ' *is basically joined to the predicate of the sentence*. In predicates expressed by a synthetic form of the verb (See p. 470, footnote 155), **this particle is *joined to the end of the predicate*. In predicates expressed by the analytic form of the verb, or in judgment predicates, *it may either be added at the end or in the middle of the predicate*. When it is inserted into the middle of the predicate, it may often undergo phonetic change and become 'ـمـ'.** The specific circumstances of combining this particle are as follows:

(i) a) In judgment predicates which come from attaching the Present Tense form of the Direct Judgment Copula, or b) in the Present Perfect predicate form of the verb in the Direct Statement Mood, *'ـمۇ' is inserted between the substantive word, or participle, and the judgment copula.* (The 3rd person form of the judgment copula is not used.) For example:

Are you a cadre?	كادىرمۇسەن؟
Are you a teacher?	ئوقۇتقۇچىمۇسىز؟
Hallo!/How are you? (lit. Are you at peace?)	تىنچمۇسلەر؟
Have you written?/Did you write?	يازغانمۇسەن؟
Have you written?/Did you write?	يازغانمۇسىز؟

(ii) <u>In the Present (Imperfect) Tense predicate form of the verb in the Direct Statement Mood</u>, 'ـمۇ' *is added between the* 'ئا' *adverbial and the judgment copula* <u>in the form</u> 'مۇدۇر' (مۇدۇر <) <u>in the 1st person</u> and 'م' <u>in the remaining persons</u>. *In the 1st person it may also be added to the end* <u>in the full form</u>. For example:

Do I write?/Will I write?	يازامدىمەن؟/يازىمەنمۇ؟
Do we write?/Will we write?	يازامدىمىز؟/يازىمىزمۇ؟
Do you write?/Will you write?	يازامسەن؟
Do you write?/Will you write?	يازامسىز؟
Do you write?/Will you write?	يازاملا؟
Do you write?/Will you write?	يازامسلەر؟
Does he write?/Will he write?	يازامدۇ؟

<u>In the Present (Imperfect) Tense predicate form of the verb in the *Indirect* Statement Mood</u>, 'ـمۇ' *may either be attached to the very end* (in the full form), or *inserted between the* 'ئا' *adverbial and the* 'د' *affix* in the 'م' form. For example:

Do I write?/Will I write?	يازىدىكەنمەنمۇ؟/يازامدىكەنمەن؟
Do we write?/Will we write?	يازىدىكەنمىزمۇ؟/يازامدىكەنمىز؟
Do you write?/Will you write?	يازىدىكەنسەنمۇ؟/يازامدىكەنسەن؟
Do you write?/Will you write?	يازىدىكەنسىزمۇ؟/يازامدىكەنسىز؟
Do you write?/Will you write?	يازىدىكەنسلەرمۇ؟/يازامدىكەنسلەر؟
Does he write?/Will he write?	يازىدىكەنمۇ؟/يازامدىكەن؟
Doesn't he write?/Won't he write?	يازمايدىكەنمۇ؟/يازمامدىكەن؟

(iii) <u>In the Past Imperfect Tense or the Continuous Past Tense predicate forms of the verb in the Direct Statement Mood</u>, 'ـمۇ' *may either be attached to the very end* (in the full form), or *inserted between the* 'ئا' *adverbial and the judgment copula* in the 'م' form.

In the latter case, the final 'ي' suffix of the 'ئا' adverbial (if there is one) is omitted and, of the two 'ت's of the judgment copula section, one is also omitted. For example:

Did you use to write?	يازاتتىڭمۇ؟/يازامتىڭ؟
Did he use to write?	يازاتتىمۇ//يازامتى؟
Were we writing?	يېزىۋاتاتتۇقمۇ؟/يېزىۋاتامتۇق؟
Did I use to speak?	سۆزلەيتتىممۇ؟/سۆزلەمتىم؟
Did you use to speak?	سۆزلەيتتىڭمۇ؟/سۆزلەمتىڭ؟
Did he use to speak?	سۆزلەيتتىمۇ؟/سۆزلەمتى؟
Didn't he use to write?	سۆزلىمەيتتىمۇ؟/سۆزلىمەمتى؟

(iv) Besides these, <u>in Past Tense Direct Judgment Copula forms, or in predicate forms in which the Indirect Judgment Copula occurs</u>, or <u>in Present Tense Intention predicate forms of the verb</u>, 'ـمۇ' *may either be joined to the very end* or *inserted in front of the judgment copula* in the 'م' form (in predicate forms of the Present Intention Tense it occurs in its full form even when inserted). e.g.:

Was I thin?	ئورۇق ئىدىممۇ؟/ئورۇقمىدىم؟
Were we at home?	ئۆيدە ئىدۇقمۇ؟/ئۆيدىمىدۇق؟
Were you a student?	ئوقۇغۇچى ئىدىڭىزمۇ؟/ئوقۇغۇچىمىدىڭىز؟
Was it you?	سەن ئىدىڭمۇ؟/سەنمىدىڭ؟
Was I weak?	ئاجىز ئىكەنمەنمۇ؟/ئاجىزمىكەنمەن؟
Were you there?	بار ئىكەنسىزمۇ؟/بارمىكەنسىز؟
Had I written?/Did I write?	يازغانىدىممۇ؟/يازغانمىدىم؟
Had you written?/Did you write?	يازغانىدىڭىزمۇ//يازغانمىدىڭىز؟
Did we use to write?	يازىدىغانىدۇقمۇ؟/يازىدىغانمىدۇق؟
Did he use to write?	يازىدىغانىدىمۇ؟/يازىدىغانمىدى؟
Did I use to write?	يازاردىممۇ؟/يازارمىدىم؟
Did he use to write?	يازاردىمۇ؟/يازارمىدى؟
Did you intend to write?/ Had you intended to write?	يازماقچىدىڭمۇ؟/يازماقچىمىدىڭ؟
Did he intend to write?/ Had he intended to write?	يازماقچىدىمۇ؟/يازماقچىمىدى؟

Have I written?/Did I write? يازغانىكەنمەنمۇ؟/يازغانمىكەنمەن؟
Have you written?/Did you write? يازغانىكەنسىزمۇ؟/يازغانمىكەنسىز؟
Do I/Did I intend to write? يازماقچىكەنمەنمۇ؟/يازماقچىمكەنمەن؟
Does he/Did he intend to write? يازماقچىكەنمۇ؟/يازماقچىمكەن؟
Do I intend to write? يازماقچىمەنمۇ؟/يازماقچىمۇمەن؟
Do you intend to write? يازماقچىسەنمۇ؟/يازماقچىمۇسەن؟

(v) Apart from the above, '-مۇ' *is attached to the very end of all other predicates.* (*When attached* to predicates which end in 'ئۇ', the 'ئۇ' becomes 'ئى'.) For example:

Did I write?/Have I written? يازدىممۇ؟
Did we write?/Have we written يازدۇقمۇ؟
Did you write?/etc. يازدىڭمۇ؟ Did he write?/etc. يازدىمۇ؟
Did I write? يېزىپتىمەنمۇ؟ Did we write? يېزىپتىمىزمۇ؟
Did you write? يېزىپسىزمۇ؟ Did they write? يېزىشىپتىمۇ؟
Did he supposedly write? يېزىپتىدەكمۇ؟
Is he supposed to have written? يېزىپتىمىشمۇ؟
I wonder if he's written? يازغاندىمۇ؟
Might you write? يازارسەنمۇ؟

***Predicates to which this particle has been attached* indicate a question asked for the purpose of obtaining a 'yes' or 'no' answer**. e.g.:

Have you finished writing the essay? ماقالىنى يېزىپ بولدىڭىزمۇ؟
Is it the fifth today? بۈگۈن چېسلاغا بەشمۇ؟
Are you going to Urumqi too? ئۈرۈمچىگە سىلەرمۇ بارامسىلەر؟
ئۇ سىياسىي كېڭەشنىڭ ئەزاسىمۇ؟
Is he a member of the political council?
Is your younger brother also tall like you? ئۇكىڭىزمۇ سىزدەك ئېگىزمۇ؟
مەجلىسكە بىزمۇ قاتنىشامدىكەنمىز؟
Are we going to (attend) the meeting too?
Are you supposedly going too? سىزمۇ بارغۇدەكسىزمۇ؟
ئۇلار بارغاندا سىلەر مەجلىس ئېچىۋاتامتىڭلار؟
Were you in a meeting when they arrived?

In situations in which the context is clear, only the component about which the question is asked is spoken. *The particle* '-مۇ' *is attached to that component*. For example:

بۇ خەۋەرنى كىمدىن ئاڭلىدىڭىز؟ تۇرسۇندىنمۇ؟
Who did you hear this news from? From Tursun?/From whom did you hear this news? From Tursun?
قاچان كەلدىڭىز؟ ئۆتكەن يەكشەنبە كۈنىمۇ؟
When did you come? Last Sunday?
كىم كەلدى؟ ئەخمەتمۇ؟
Who has come? Äkhmät?/Who came? Äkhmät?
يىغىن نەدە ئېچىلىدۇ؟ مەجلىسخانىدىمۇ؟
Where will the conference be held? In the meeting hall?

Predicates to which this particle has been attached may also be used in special senses. For example:

(1) It serves to remind someone that the opposite of the matter expressed in that sentence is a fact or certainty. For example:

Why are you cross with me? Did I lose the dictionary? (Of course I didn't!) نېمە ماڭا خاپا بولسەن؟ لۇغەتنى مەن يىتتۈردۈممۇ؟
مەن ئۇ كىتابنى شۇ كۈنى ساڭا قايتۇرۇپ بەرمىدىممۇ؟
Didn't I return the book to you that day? (Of course I did!)
Have you forgotten? Didn't we plant this tree together? (Of course we did!) ئۈنتۇپ قالدىڭمۇ؟ مۇشۇ دەرەخنى بىللە تىكمىگەنمىدۇق؟
ئەخمەتزە، شۇ يەرگە بارامدۇ؟
Would *Äkhmät* go *there*? (Of course he wouldn't!)
مۇنچىلىك ئىشلار ئۈنىڭ ئېسىدە تۇرامدۇ؟
Would he remember all these little things? (Of course he wouldn't)
It's okay, let him go and play today; it's a holiday, isn't it? (Of course it is!) بوپتۇ، بۈگۈن ئويناپ كەلسۇن، بايرام ئەمەسمۇ؟

(2) *When attached* to *the 1st and 3rd person negative Imperative Mood predicate form* and to *the Direct Statement Mood Present (Imperfect) Tense 2nd person negative predicate form*:

A. '-مۇ' can indicate a question used as a suggestion. For example:

ئەخمەتكە بىر پارچە خەت **يازمايلىمۇ**؟ (يازسام قانداق؟)
Why don't we write a letter to Äkhmät?
بۈگۈنكى يىغىننى ئەخمەت **باشقۇرمىسۇنمۇ**؟ (باشقۇرسا قانداق؟)
Why don't we let Äkhmät run today's meeting?
مۇشۇ لۇغەتتىن بىرنى **ئالمامسىز**؟ (ئالسىڭىز قانداق؟)
Why don't you buy/How about buying one of these dictionaries?
مۇشۇ توغرۇلۇق بىر ھېكايە **يازمامسەن**؟ (يازساڭ قانداق؟)
Why don't you write/How about writing a story about this?

B. '-مۇ' can indicate an emphatic positive Imperative Mood. e.g.:
Let Tursun تۇرسۇن سۆزلەپ **باقمىسۇنمۇ**، ئاندىن پىكىر بولسا **بەرمەيلىمۇ**! speak and then, if we have any objections, let's give them!
تۇرۇپ تۇرساڭلارچۇ، تامىقىمنى **يەۋالمايمۇ**!
How about if you wait a little while and let me eat my meal!
نېمە ئالدىرايسىلەر، ۋاقىت **توشمىسۇنمۇ**!
Why are you in such a hurry? Wait till it's time!
پىكىرىڭ يوللۇق بولسا كۆپچىلىكنىڭ ئالدىدا **ئېيتمامسەن**!
If your objection is reasonable, say it in front of everyone!
ئاۋۋال كۆرۈپ ئاندىن باھا **بەرمەمسىز**.
First have a look and then give an evaluation.

(3) When *combined with the pronoun* 'نېمە', '-مۇ' indicates a question used as an objective assessment (but the interrogative sense is still quite strong). For example:
ياتاقنىڭ چىرىغى يېنىق تۇرىدۇ، ئۇلار قايتىپ **كەلدىمۇ نېمە**؟
The dormitory light is on; perhaps they've come back, eh?
گەپ قىلسام بېشىنى لىڭشىتىۋاتىدۇ، ئۇيغۇرچە **بىلەمدۇ نېمە**؟
Whenever I speak he nods his head; do you think perhaps he understands Uyghur.
چىرايىڭىز ياخشى ئەمەس، بىر يېرىڭىز **ئاغرىۋاتامدۇ نېمە**؟
You don't look well; do you have a pain somewhere?
He speaks in a بەك قىزىق گەپ قىلىدىكەن، ئۆزى **ئارتىسمۇ نېمە**؟ really interesting way; maybe he's an actor. What do you think?
يۈزلىرىڭ قىزىرىپ كېتىپتۇ، تالا بەك **سوغۇقمۇ نېمە**؟
Your cheeks are red; it must be very cold outside. (Is it?)

(4) When *joined to the Simple Past Tense predicate form of the Direct Statement Mood, and followed by the verb* 'بولدى', '-مۇ' turns that predicate into the predicate of a subordinate clause expressing an intensified conditional concept. For example:
قىش كەلدىمۇ بولدى، ئۇنى مۇز مەيدانىدىن باشقا يەردە كۆرمەيسەن.
If winter has come, you won't see him anywhere apart from the skating rink.
ئۇنىڭغا **گەپ قىلدىڭمۇ بولدى**، بالاغا قالىسەن.
If you've spoken to him, you're in trouble.
ئىشىڭ **تۈگىدىمۇ بولدى**، يولۇڭغا ماڭ.
If your task is finished, be on your way.

(5) When it occurs *in combination with substantive words and predicate forms of the verb*, '-مۇ' expresses a sense of indefiniteness. Such words are usually combined in a coordinate relationship with terms of a pronominal nature which indicate indefiniteness and these phrases function as a single sentence element. For example:
شۇ چاغدا مېنى **تۇرسۇنمۇ بىرسى** چاقىرىپ چىقىپ كەتكەندى.
Then Tursun or somebody called me outside.
ئەخمەت **كىتابمۇ بىرنەرسىنى** كۆتۈرۈپ سىنىپ تەرەپكە كەتتى.
Äkhmät went towards the classroom carrying a book or something.
ئۇ بۇلتۇر **يازدىمۇ بىر چاغدا** كەلگەنىدىغۇ؟
Surely he came last year in the summer or thereabouts?
شۇ كۈنى **«سەرگەردان»مۇ بىر كىنوغا** بارغانىدۇق.
That day we had gone to see 'Hobo' or some such film.
شۇ چاغدا **ئۇنىڭ بىرنەرسىسى يېتىپ كەتتىمۇ بىر ئىش** بولغىنى يادىمدا.
At that time, I remember, he lost something, or some such matter.
ئۇلار ھازىر سىنىپتا **مەجلىس ئېچىۋاتامدۇ بىر ئىش** قىلىۋاتىدۇ.
At the moment they are holding a meeting in the classroom or (doing) some such thing.
ئۇ شۇ كۈنى **قىزىلمۇ بىر خىل** رەڭدىكى غەلىتە چاپانىنى كىيىۋالغانىكەن.
That day she was wearing an odd coat in some kind of red or other.
تۈنۈگۈنكى يىغىنغا **ئونمۇ ئادەم** قاتناشتى.
(Somewhere) around ten people attended yesterday's meeting.

2) *When attached to the Hypothesis-Objection Mood predicate form of the verb*, '-مۇ' turns that predicate into the predicate of a Non-Impeding Subordinate Clause. For example:

بارساڭمۇ تاپالمايسەن.

Even if you go you won't be able to find him/her/it.

We'll still go, even if it rains. يامغۇر ياغسىمۇ بېرىۋېرىمىز.

شۇنچە تىرىشساممۇ بولمىدى.

Even though I made such an effort, it didn't work out.

3) *When attached to a particular sentence element*, '-مۇ' expresses such meanings as that the subject matter relating to that element is spoken as ranking equally with another matter; or, that it is spoken incidentally, or as a progression on the basis of another matter. For example:

If you go, I'll go too سەن بارساڭ، مەنمۇ بارىمەن.

ئەخمەت بۇ خىزمەتكە لايىق، ئۆزى ياش، سالامەتلىكىمۇ ياخشى.

Äkhmät is suited to this job; he's young and his health is good too.

ئۇ رۇسچىدا ناھايىتى ياخشى، ئىنگلىزچىنىمۇ بىلىدۇ.

He's very good in Russian and he also knows English.

He came late today as well. ئۇ بۈگۈنمۇ كېچىكىپ كەلدى.

بۇ لۇغەتتىن ئەخمەتكىمۇ بىرنى ئالغاچ بارايلى، ئۆزىڭمۇ لۇغىتى يوق.

Let's take one of these dictionaries for Äkhmät too, he doesn't have a dictionary either.

ئۇنىڭ ئەسته قالدۇرۇش قابىلىيىتى نېمىدېگەن ياخشى، مۇشۇ ئىشمۇ يادىدا

How retentive his memory is; he even remembered this (matter). بار ئىكەن.

بۇ تاغدىن ئادەم تۇگۈل ئۇچار قۇشمۇ ئۆتەلمەيدۇ.

Not only people, but even flying birds cannot cross this mountain.

4) *When attached to a particular element of a sentence whose predicate is in the Simple Past Tense or the Present (Imperfect) Tense predicate form*, '-مۇ' turns that sentence into a Subordinate Time Clause.

Such sentences indicate that the subject matter of the main clause occurs at the same time as the subject matter expressed by themselves. For example:

يازمۇ بولىدۇ، ئۇنى شەھەردىن تاپالمايسەن.

As soon as it's summer, you won't be able to find him in the city.

ئۇ قولىغا كىتابنىمۇ ئالىدۇ، ھەممە ئىشنى ئۇنتۇيدۇ.

As soon as he gets a book in his hand he forgets everything else.

سەنمۇ كەلدىڭ، مېنىڭ ئىشلىرىم ئوڭمغلى تۇردى. (ز. سابىر)

As soon as you came, things began to go wrong for me. (Z. Sabir)

5) When *added to Interrogative Pronouns functioning as a particular sentence element*, '-مۇ' expresses the sense of not having a clue. e.g.:

I wonder where on earth he's gone. ئۇ نەگىمۇ كەتكەندۇ.

بۇنى ئېلىپ نېمىمۇ قىلارسەن؟

What on earth would you do with it once you bought it?

ئۇ بىچارە ئەمدى قانداقمۇ قىلار؟

What on earth will that poor person do now?

6) *When attached to Nouns functioning as a particular sentence element*, '-مۇ' indicates that the matter relating to the object expressed by that noun eventually comes into existence. For example:

Look! We've finally reached Beijing. مانا بېيجىڭغىمۇ يېتىپ كەلدۇق.

ئىمتىھاندىنمۇ ئۆتتۇڭ، ئەمدى گەپ مەكتەپنى ياخشى پۈتتۈرۈشتە.

You've finally passed the exam, now it's a matter of graduating well from school.

ئالدىرىما، ئاكاڭ بىلەنمۇ كۆرۈشسەن.

Don't be in such a hurry; you'll get to see your brother eventually.

7) *When attached to Adjectives or Adverbs in exclamatory sentences*, '-مۇ' serves to intensify the meaning. For example:

It's a really beautiful city. چىرايلىقمۇ شەھەر ئىكەن.

يىراقمۇ يول ئىكەن، ساق بەش كۈن ماڭدۇق.

It's a very long journey. We travelled for five whole days.

You've *really* delayed things./ You've *really* held things up. تازمۇ كېچىكتۈردۈڭ.

The Particle '-چۇ' (« -چۇ» يۈكلمىسى)

1) As an **Interrogative Particle**, '-چۇ' is used as follows:

A. In situations in which the context is clear, '-چۇ' *is attached to the focal part of the sentence other than the predicate* and represents the interrogative predicate of that sentence.

'Tursun has arrived.' — تۇرسۇن كەلدى.

'How about Äkhmät?' (= Has Äkhmät arrived?) — ئەخمەتچۇ؟ (= ئەخمەت كەلدىمۇ؟)

هەممەيلەنگە بىلەت بەردىڭ، ماڭىچۇ؟ (= ماڭا بەرمەمسەن؟)

You gave a ticket to everyone else; how about me? (= Aren't you going to give me one?)

'I'm not going home this holiday.' — بۇ تەتىلدە ئۆيگە قايتمايمەن.

'How about next holiday?' (= Are you going to go next holiday?) — كېيىنكى تەتىلدىچۇ؟ (= كېيىنكى تەتىلدە قايتامسەن؟)

B. *When attached to a Hypothetical Subordinate Clause*, '-چۇ' represents the main interrogative clause. For example:

— ئەتە كېلىڭ، ئەتە سۆزلىشەيلى.

'Come tomorrow and let's have a chat then.'

'And if I can't come tomorrow?' (= What happens if ...?) — ئەتە كېلەلمىسەمچۇ؟ (= قانداق بولدۇ)

'(Stand and) wait for me.' — سەن مېنى ساقلاپ تۇر.

'And what if the bus happens to come before you do?' (What shall I do if ...?) — سەن كەلگىچە ماشىنا كېلىپ قالسىچۇ؟ (= قانداق قىلىمەن)

C. *When attached to the negative 'ئا' Adverbial form of the verb*, '-چۇ' expresses the sense of asking what basis there is for the action expressed by that adverbial not to be carried out. For example:

'Are you going too? — سەنمۇ بارامسەن؟

'Of course I'm going.'/'Why shouldn't I be going?' — بارمايچۇ. (= ئەلۋەتتە بارىمەن.//نېمىشقا بارمايمەن؟)

'Did you go too?' — سەنمۇ باردىڭمۇ؟

'Why wouldn't I go?'/'Why shouldn't I have gone?' — بارمايچۇ. (= نېمىشقا بارمايتتىم؟)

2) In explaining a matter to the listener in an unhurried way, '-چۇ' is *attached to the part of the sentence which has been made the focus.*[160] For example:

As for me, I won't be able to go there in the near future. مەنچۇ، بۇ يېقىندا ئۇ يەرگە بارالمايمەن.

As for you, Äkhmät is calling you. سىزنىچۇ، ئەخمەت چاقىرىۋاتىدۇ.

As far as this book is concerned, please give it to Teacher Äkhmät. ماۋۇ كىتابنىچۇ، ئەخمەت مۇئەللىمگە بېرىپ قويۇڭ.

As for me ... I'm going to buy ... a really nice toy ... and give it to you. مەنچۇ، ساڭىچۇ، تازا ياخشى ئويۇنچۇق ئېلىپ بېرىمەن.

3) *When attached to Nominal forms produced by means of the Adjectival Suffix '-لىق//-لىك//-لۇق//-لۈك' or to State Gerundal forms of the verb*,[161] '-چۇ' produces a kind of additional exclamatory sentence. Such sentences come after sentences which serve to indicate an evaluation of a certain object or a certain matter, and indicate a further value or fact which has been added in addition. The subject of the adjective or noun in such sentences may either be (1) the same as the subject of the previous sentence, or (2) different. (1) When it is the same as the subject of the adjective or gerund in the previous sentence, it goes into the ownership-dependent form corresponding to the person of that subject; (2) when it is different, (a) if it is an object which constitutes a part of the subject of the preceding sentence, it goes into the ownership-dependent form appropriate to the person of that subject, and is then inflected with the

[160] This usage of '-چۇ' is not common in Kashgar.

[161] For information on the Gerundal State Forms of the Verb, see Chapter 10, §3.

possessive case, but **(b)** if it is independent, it is inflected directly with the possessive case and its adjective or gerund likewise goes into the ownership-dependent form corresponding to the person of the subject. **In many cases, such sentences are also combined with the particle** 'تېخى'. For example:

ئۇ ناھايىتى ياخشى بالا، **ئۆتكۈرلۈكىچۇ تېخى.**
He's a very fine child and he's also very clever. [1]

بۇ يەر بەك مولچىلىق ئىكەن، **ھاۋاسىنىك ياخشىلىقىچۇ تېخى.**
This land is very rich, and the climate is good too. [2a]

— ئۇ بەك ئېسىل ئادەم ئىدى. 'He was a really excellent person.'
— **بىلىمىنىك چوڭقۇرلۇقىچۇ تېخى.**
'And his knowledge was very profound.' [2a]

بۇ ماقالە بەك ناچار يېزىلغان، **ئۈزۈنلۈقىچۇ تېخى.**
This article has been very poorly written and, in addition, it's very long. [1]

ئۇ ھەم ھۈرۈن، ھەم قابىلىيەتسىز ئادەم ئىكەن، **تەنقىدنى قوبۇل قىلمايدىغىنىچۇ تېخى.**
He's a lazy and incapable person and, what's more, he won't accept criticism. [1]

ئاخشامقى پائالىيەت ياخشى بولمىدى، **توكنىك توختاپ قالغىنىچۇ تېخى.**
The evening's activity didn't turn out very well and, to top it all, the electricity went off. [2b]

It is also possible to even further reduce some such sentences, in which the subject of the adjective constitutes a part of the subject of the previous sentence, and to omit the constituent adjective. e.g.:

بۇ يەر بەك مولچىلىق ئىكەن، **ھاۋاسىچۇ تېخى.**
This land is very rich, and the climate (is good too).

— ئۇ بەك ئېسىل ئادەم ئىدى. 'He was a really excellent person.'
— **بىلىمچۇ تېخى.**
'Very knowledgeable too.'

4) ***When attached to the Imperative Mood predicate form of the verb,*** '-چۇ' expresses the following meanings:

(1) It indicates a means of suggestion, intimacy or fondness. In the 1st person singular, it may also indicate that the matter has newly come to mind. For example:

خاپا بولماي، ئەخمەتنى **چاقىرىپ قويۇڭچۇ.**
If you don't mind, could you call Äkhmät?

بۈگۈن مۇنۇ ماقالىنى **تەرجىمە قىلىۋەتچۇ.**
How about translating the whole of this article today?

ھېلىقى يىغىننى بۈگۈن **ئېچىۋېتەيلىچۇ.**
How about if we go ahead and hold that meeting today?

ئوغلۇم، قولۇمغا سۇ **قويۇپ بەرچۇ.**
My son, would you pour water on my hands for me?

بىكار ئولتۇرغۇچە ئۆيگە خەت **يازايلىچۇ.**
Why don't we write a letter home instead of sitting doing nothing?

(2) It intensifies the sense of waiting for the action to happen. e.g.:

مەن ئىشىمنى **تۈگىتەيچۇ،** تازا ئويناپمىز.
How about letting me finish my work, then we'll have a really good time.

ياز كەلسۇنچۇ، مەن سېنى دېڭىز بويىغا ئاپىرىمەن.
Let summer come, then I'll take you to the seaside.

خامانىنى **تېپىپ بولۇڭلارچۇ،** ئاندىن بىر گەپ بولار.
Wait till you've finished threshing, then we'll see about it.

(3) ***When attached to the Imperative Mood predicate form of verbs in the Experimental Aspect,*** **it can indicate means which will be unable to achieve the result expected from the action, but will end in a bad outcome**. For example:

يامان بولساڭ بىزنى بۇ يولدىن **قايتۇرۇپ باقچۇ.**
If you are so clever, just you try and make us turn back from this route.

ئۇ مېنى ئۇرىمەن دېگۈدەك، **ئۇرۇپ باقسۇنچۇ.**
He apparently said he would hit me; well let him just try (hitting me).

قورقماڭ، قانۇن بار، ئەمدى سىزگە **چېقىلىپ باقسۇنچۇ.**
Don't be afraid, there's always the law; now let him just try provoking you.

5) ***When attached to Hypothesis-Objection Mood predicate forms of the verb,*** **'-چۇ' produces the Entreaty Mood and Regret Mood forms of the verb** (This has been fully discussed in **Chapter 11, §3,** ***The Mood Category of the Verb*****).**

The Particle '-ما' (« - ما» يۈكلىمىسى)

The Particle '-ما' has been produced by combining the particle 'مۇ' with the particle 'ئا'. It is expressed in the form 'ما' in words in which the particle 'مۇ' is attached to the end, but in words in which the particle 'مۇ' comes before the judgment auxiliary in the form 'م', it is expressed in the form 'ئا'. For example:

Did you really come?	كەلدىڭىزما؟
Are you really going?	بارامسىزا؟
Are you really a worker?	ئىشچىمما؟
Were you really a worker?	ئىشچىمىدىڭىزا؟
Had you really written?	يازغانىدىڭىزما؟
Had you really written?	يازغانمىدىڭىزا؟

This particle basically *occurs as a component of the predicate* and indicates a question which is asked for the purpose of verifying a matter which the speaker has heard of, reckoned, or even seen with his own eyes. Such questions are mostly asked in an impatient, surprised, dissatisfied, disbelieving or not daring to believe manner.[162] For example:

Did you really come yesterday?	تۈنۈگۈن **كەلدىڭىزما؟**
	دۇنيادا كەچ بولمايدىغان يەرلەرمۇ بارما؟
Are there really places in the world where there is no dusk?	
Did you really not recognize me?	سىز مېنى **تونۇمىدىڭىزما؟**
Was I really rude to you?	مەن سىزگە **قوپاللىق قىلدىممۇ؟**
Is it true you're an artist?	سىز **ئارتىسما؟**
Is it true you're going abroad?	سىز چەت ئەلگە **چىقامسىزا؟**
Is it true they're really leaving?	ئۇلار راستتىنلا **كېتەمدا؟**
Did we really actually come first?	بىز راستتىنلا **بىرىنچىلىكنى ئالدۇقما؟**

***When attached to the Simple Past Tense Direct Statement Mood predicate form of the verb*, this particle is sometimes used not as a**

[162] In Kashgar this interrogative form is often used in place of 'مۇ' to express an ordinary question.

question, but simply for the purpose of revealing that the speaker has seen, or knows the matter expressed by the predicate. e.g.:

ئىشقا ماڭدىڭىزما، بىللە ماڭايلى.

You're off to work, then. I'll go with you.

كەلدىڭلارما، ئەمسە يىغىننى باشلايلى.

So, you've arrived. Then let's begin the meeting.

You're here, then. Come on in. **كەلدىڭىزما، ئۆيگە كىرىڭ.**

پىزىپ بولدىڭىزما، ياخشى بوپتۇ.

I see you've finished writing. That's good.

The Particle '-(قۇ) -غۇ' (« - قۇ (- غۇ)» يۈكلىمىسى)

1) *When attached to the Predicate of the sentence* as an Interrogative Particle, the Particle '-(قۇ) -غۇ' indicates a question that is asked for the purpose of reminding someone that the subject matter in that sentence is a fact, or to know the reason for it. For example:

— تۈنۈگۈن يىغىنغا **كەلمىدىڭىزغۇ؟**

Why didn't you come to the meeting yesterday?

I came. Did you really not see me? — **كەلدىمغۇ، كۆرمىدىڭما؟**

ئەتە ئۇلار بۇ يەرگە **كېلىدىغۇ؟** شۇ چاغدا كۆرۈشمەمسىز.

They're coming here tomorrow, aren't they? You'll see them then.

بۇ **قاسىمغۇ؟** تونۇمامسىز؟

This is Kasim, isn't it? Don't you recognize him?

Do you know that Äkhmät has (apparently) come back? Have you seen him? ئەخمەت **قايتىپ كەپتۇغۇ؟** كۆرۈشتىڭىزمۇ؟

مەن ساڭا **ئېيتقانغۇ؟** يادىڭدىن چىقىپ قالدىمۇ؟

Surely I told you, didn't I? Have you forgotten?

ئەخمەت **يوققۇ؟** نەگە كەتتى؟

Why isn't Äkhmät here? Where's he gone?

Sometimes sentences of this type only serve to remind someone of a fact without expressing the concept of a question. For example:

سائەت **توشتىغۇ،** سىنىپقا كىرەيلى.

Time's up. Let's go into the classroom.

بايا قايسى يولنى تاللايمىز دېدىڭغۇ... مەن ئاشۇ جاپالىق يولغا تەييار. (ز. سابىر)
Just now you said which way we would choose ...
I'm ready for that difficult way. (Z. Sabir)

2) *When added to a part of the sentence which has been made the focus*, other than the predicate, it serves to emphasize such aspects as, that the matter related to that part (1) is a certainty, (2) is common knowledge, (3) has already been determined, (4) will not be a problem, (5) may be treated as an exception. The particle 'غۇ' also plays a conjunctional role. For example:

مەنغۇ ۋېلىسىپىت بىلەن بارىمەن، سەن قانداق قىلىسەن؟(1, 3)
I'm going by bike; how are you going?

مەن بۇلارنى تونۇشتۇرۇپ قوياي، بۇ ياقنىغۇ تونۇيسىز. (2)
Let me introduce these people to you; although you're sure to know the one on *this* side.

لۇغىتىڭنىغۇ بەرمىدىڭ، ماۋۇ رومانىنى بېرىپ تۇرارسەن. (5)
You didn't lend me your dictionary; so would you lend me this novel.

ئىمتىھاندىنغۇ ئۆتەلەيدۇ، بەدەن تەكشۈرۈشتىن قانداق بولاركىن. (4)
He'll definitely be able to pass the examination, but I wonder whether he'll get through the physical.

رۇسچىنىغۇ بىلمەيمەن، خەنزۇچىنىمۇ چالا بىلمەن. (3)
It's too late to do anything about the fact that I don't know any Russian, and I also know insufficient Chinese.

بۇنىغۇ ئالدۇق، ئەمدى قانداق ئىشلىتىمىز. (1)
We've bought it; now what are we going to do with it?

3) When *joined to a Subordinate Hypothesis Clause*, it serves to emphasize the certainty of the subject matter of the main clause. e.g.:

ئىمتىھانغا قاتناشسامغۇ ئۆتۈپ كېتىمەن.
If I enter the examination, I'll certainly be able to pass it.

تىرىشسىغۇ ھەممىنىڭ ئالدىغا ئۆتۈپ كېتىدۇ.
If he works hard, he'll certainly be able to outstrip them all.

It would certainly have بارساڭغۇ ياخشى بولاتتى، بارمىدىڭ ـ دە.
been good if you had gone, but unfortunately you didn't (go).

4) *When attached to the sentence predicate*, it indicates that the 'how and why', etc., of the matter expressed in that predicate is not clear. In such cases it mostly occurs in conjunction with the particle 'تاك', which usually comes after 'غۇ', but may also sometimes come at the beginning of the sentence, in the form 'تاڭەي'. e.g.:

ئۇ ناھىيىگە كەتكەنىدى، كەلمەيدۇغۇ ـ تاك.
He went to town, but I don't know why he hasn't come back.

نېمە بولدىكىن، ھېچنېمە يېمەيدۇغۇ ـ تاك.
I wonder why he's not eating anything/I wonder what's the matter; I don't know why he's not eating anything.

I don't know why مۇشۇ ئەكبەرنىڭلا دىتىغا ياقمىدىغۇ ـ تاك. (ز. سابىر)
it was only Äkbär's taste that this didn't suit. (Z. Sabir)

Why doesn't he come? ـــ ئۇ نېمىشقا كەلمەيدۇ؟
I don't know. It's not clear why he hasn't come. ـــ تاڭەي، كەلمىدىغۇ.

ئەكبەر ... «قاۋانلىق» بىلەن بىر ئىلىشسام دەيدۇغۇ! (ز. سابىر)
I don't know why Äkbär said he was going to have a fight with the 'Ḳawanliḳs'

5) It may occur *as a component of a verbal construction* indicating a sense of incompleteness. For example:

بېرىشنىغۇ بارىمەن، بىراق بۈگۈن ماڭالمايمەن.
I'm definitely going to go, but I can't go today.

يېزىشنىغۇ يېزىپتۇ، بىراق ئانچە ياخشى يازالماپتۇ.
Apparently he did write it, but wasn't able to write it very well.

The Particle 'ـ دە (ـ تە)' (يۈكلىمىسى «ـ دە (ـ تە)»)

When *connected to the sentence predicate*,[163] the particle 'ـ دە (ـ تە)' can express the following meanings:

1) It indicates that the matter expressed in the sentence is spoken as praise or commendation. For example:

You've come in very good time. تازا ۋاقتىدا كەلدىڭ ـ دە.

[163] This particle is always connected to the predicate by a hyphen.

It went well, this lorry. ماڭدى-ده بۇ ماشىنا.
She sings really well, this girl. ناخشا دېگەننى ئېيتىدۇ-ده بۇ قىز.

2) (With a negative predicate) it indicates that the matter expressed in the sentence is spoken regretfully. For example:

ۋاقىت يوق-تە، بولمىسا مەنمۇ يازاتتىم.
Unfortunately there isn't time, otherwise I would write too.
ئەمدى ھەرقانچە قىلساقمۇ ئۈلگۈرەلمەيمىز-دە.
No matter what we do, we unfortunately can't make it on time.
سۇ ئۈزۈشنى بىلمەيمەن-دە، بولمىسا ئاللىقاچان سۇغا سەكرەيتتىم.
Unfortunately I don't know how to swim, otherwise I would already have jumped into the water.
Unfortunately you didn't see what happened, and that's why you speak like that. سىز كۆرمىدىڭىز-دە، شۇڭا شۇنداق دەيسىز.

3) When *connected to predicates in the Indirect Statement Mood*, it serves to intensify the fact that the idea has newly emerged. e.g.:

I've just realized, that if it's left up to you, you won't build the road. ساڭا قالسا يول ياساتمايدىكەنسەن-دە. (ز. سابىر)
Wow! I see you've really grasped the circumstances! (Z. Sabir) ئەھۋاللارنى تازا ئىگەللەپسەن-دە! (ز. سابىر)
Hey! I've just realized he's following us and spying on us! (Z. Sabir) كەينىمىزدە ماراپ يۈرۈپتىكەن-دە! (ز. سابىر)
I've just discovered he's an actor. ئارتىس ئىكەن-دە ئۇ.

4) It indicates that the matter expressed in the sentence is reasonable. For example:

The person who has earned money will naturally obtain the good of it. پۇل تاپقان ئادەم ياخشىسىنى ئالىدۇ-دە.
ھەممە ئادەم جان ساقلاش ئۈچۈن ھەرىكەت قىلىدۇ-دە.
Obviously everyone acts to preserve their own life.
If there is no discipline, it will obviously not be possible to achieve anything. ئىنتىزام بولمىسا، ھېچ ئىشنى ۋۇجۇدقا چىقارغىلى بولمايدۇ-دە.

ئۇمۇ ئامالسىزلىقتىن شۇنداق قىلدى-دە.
Obviously he too acted like that out of desperation.

5) It indicates that the matter expressed in the sentence is done cursorily. For example:

I just scribbled something or other. يازدىم-دە بىر نەرسىلەر قىلىپ.

The Particle '-كىن' (يۆكلىمىسى '-كىن»)

***When attached to the predicate of an Interrogative sentence*, the particle '-كىن' indicates the following meanings** (When it is attached to the particle 'مۇ', or to predicates ending in 'ئۇ', the 'ئۇ' which precedes it changes to an 'ئى'):

1) It indicates that the speaker (1) is undecided about the matter expressed in the sentence, (2) is thinking it over, or (3) does not know about it. For example:

مەن بارايمىكىن ئاندا، يار كېلەرمىكىن مۇندا،
يارغا يار كېرەك بولسا، قول سېلىپ كېلەر مۇندا. (قوشاق) (1)
I wonder whether I should go there or whether my sweetheart will come here,
If a lover needs a lover, he will set out and come to me. (folksong)
ئىشىكنىڭ ئالدىدا ۋېلىسىپىت تۇرىدۇ، كىم كەلدىكىن؟ (3)
There's a bicycle in front of the door; I wonder who's come?
ياتاقتا بىركىم ئولتۇرىدۇ، دەيدۇ، كىمكىن، قاسىمىكىن. (2)
He says someone is sitting in the dormitory; I wonder who it is; I wonder if it's Kasim.
مەنمۇ بىر پارچە ماقالە يازدىم، بولامدىكىن. (1)
I've written an article too; I wonder whether it will do?

2) It indicates that the speaker is worried about the occurrence of the subject matter of the sentence. For example:

ئەتە بارساڭ كېچىكىپ قالامسەنكىن.
If you go tomorrow I'm afraid you might be late.

بارسىڭىز جاپا تارتىپ قالارسىزمىكىن.
I'm afraid you might suffer hardship if you go.
That child is very ئۇ بالا بەك شوخ، ئۇنى خاپا قىلىپ قويارمىكىن.
mischievous; I'm afraid he might make him angry.

3) It indicates a desire to know the real answer to a question. e.g.:
Let's go in and see exactly who came. كىرىپ باقايلى، كىم كەلدىكىن.
Try asking to see whether he knows. سوراپ باق، بىلەمدىكىن.
ئاۋازغا سېلىپ باقايلى، قېنى قانچىلىك ئادەم قوشۇلدىكىن.
Let's put it to the vote to see exactly how many people agree.
Won't you please read ئوقۇغىنا، قىزلار نېمە دەپ يازدىكىن. (ز. سابىر)
it and let me hear exactly what the girls have written. (Z. Sabir)

The Particle '-لا' (يۇكلىمسى «-لا»)

1) *When attached to a word in the role of a noun and functioning as a specific sentence element that has been made the focus,* it indicates that the matter is limited to that element alone. For example:
Only I will go. مەنلا باراي.
بولدى، ئۇيگە كىرمەيلى، مۇشۇ يەردىلا ئولتۇرايلىق
Okay, we won't go inside, we'll just sit right here.
مەن قاسىمنىلا كۆردۈم، باشقىسىنى ئۇچراتمىدىم.
I only saw Kasim; I didn't meet anyone else.
Apparently he's only ئۇ ئۈرۈمچىگىلا بارىدىكەن، نېرىسىغا ئۆتمەيدىكەن.
going as far as Urumqi and won't be going on to any other places.
I only came for this. مەن مۇشۇ ئىش ئۈچۈنلا كەلدىم.
مەن بۇ يىل مۇشۇ چاپان بىلەنلا قىشنى چىقاردىم.
This year I got through the winter with just this coat.

2) *When attached to nouns or noun-type words in the similitude or equivalence cases,* it serves to intensify the similarity. For example:
ئۇ مۇشۇ جوزىچىلىكلا (جوزىچىلىكلا) بىر تاشنى كۆتۈرۈپ كەتتى.
He was able to pick up a stone every bit as big as this table.

He was exactly like me. (i.e. in age or build) ئۇ مەندەكلا بار ئىكەن.
مەنمۇ سىزدەكلا مۇشۇ مەكتەپنىڭ ئوقۇغۇچىسى.
I too am a student of this school, just like you.
ئۆز كۆزى بىلەن كۆرگەندەكلا سۆزلەۋاتىدۇ.
He's talking just as if he had seen it with his own eyes.

3) *When attached to nouns in the dative and ablative case,* '-لا' can serve to express the sense of 'ئۈدۈل' **(straight)**. For example:
ئۆيگىلا ماڭ، چاي تەييار. (ز. سابىر)
Go straight home, the tea's ready. (Z. Sabir)
I came straight from the office. مەن ئىدارىدىنلا كەلدىم.

4) *When attached to Adverbial Modifiers of Time,* it expresses such meanings as that (1) a certain matter will take place shortly, (2) it is not long since it took place, or (3) it took place very early. e.g.:
ئۇ يېقىندىلا ئۆيگە بېرىپ كەلگەنىدىغۇ، يەنە كەتتىما؟(2)
Surely it's only recently that he went home. Has he gone again?
I only مەن تۇنۇگۈنلا كەلگەنىدىم، بۈگۈن يەنە ماڭىدىغان بولدۇم. (2)
arrived yesterday and it looks as if I'll have to leave again tomorrow.
مەن ئەتىلا ئۇنىڭ بىلەن كۆرۈشمەن.(1)
I'm going to see him (as early as) tomorrow.
We got up as soon as the بىز توخۇ چىللىغاندىلا تۇرۇپ كەتتۇق. (3)
cock crowed./We got up at the crack of dawn.

5) The form produced by *attaching* '-لا' *to the dative case perfect participle* may sometimes serve to indicate the sole condition for a specific matter. For example:
خاتالىقنى تونۇغاندىلا ئۇنى تۈزەتكىلى بولىدۇ.
Only on recognizing a mistake can one rectify it.
The housing problem. ئۆي مەسىلىسى مۇشۇ بىنالار پۈتكەندىلا ھەل بولىدۇ.
will be resolved only when these apartment blocks are finished.

6) When *combined with the Associative Adverbial,* it indicates that another action occurs immediately after, or not long after the occurrence of the action expressed by the adverbial. For example:

مەن ئۇنىڭغا مەجلىس بارلىقىنى ئېيتىپ قويۇپلا قايتىپ چىقىمەن.
I'll come back as soon as I've told him there's a meeting.
ئۇ كېلىپلا ئىشقا چۈشۈپ كەتتى.
He began to work as soon as he arrived.
دەرستىن چۈشۈپلا مېنىڭ قېشىمغا كېرىڭ.
Come to my place as soon as you leave class.
He recognized me as soon as he saw me. ئۇ مېنى كۆرۈپلا تونۇۋالدى.

7) *When attached to the negative form of the Associative Adverbial or to the negative 'ئار' type form of the imperfect participle to which the ablative case suffix has been added*, the particle '-لا' indicates that another action occurs quite a while before the occurrence of the action expressed by that verb, or in circumstances under which that action has not occurred. For example:

بىز تاڭ ئاتمايلا (//ئاتماستىنلا) يولغا چىقتۇق.
We set off quite a while before dawn.
He started سۆزۈمنى ئاڭلاپ بولماستىنلا (//بولمايلا) ۋارقىراپ كەتتى.
shouting even before he had finished listening to what I had to say.
When قايتىپ كېلىپ ئۆيگە كىرمەيلا (//كىرمەستىنلا) ئۇنىڭ قېشىغا كىردىم.
I returned I went to him even before entering my own home.

8) *When attached to the adverbial part of compound verbs or aspect stem forms*, it expresses such meanings as that the action is carried out all in one go, all at one time, or continuously, without ceasing (in continuous aspect forms). For example:

You've had a hard job ئاران بىر كەلگەندە ئىشكىنى تۈگىتىپلا كەت.
getting here this once, so don't go until the matter's completed.
شۇنچە ئىشنى بىر كۈندە تۈگىتىپلاۋەتتۇق.
We finished off many jobs all in one day.
دورىنى ئىچىشىمگە قورسىقىمنىڭ ئاغرىقى بېسىلىپلا قالدى.
When I took the medicine my stomach ache just stopped.
ئۇ بىزنى كۆرۈش بىلەن تەڭ سۆزلەپلا كەتتى.
As soon as he saw us he started to talk all at once.

He finished off piles of food all in one go. شۇنچە تاماقنى يەپلا بولدى.
He comes every day without fail. ئۇ ھەر كۈنى كېلىپلاۋاتىدۇ.
My head's still aching continuously. بېشىم تېخىچە ئاغرىپلاۋاتىدۇ.
He's just sitting waiting for you. ئۇ سېنى ساقلاپلا ئولتۇرىدۇ.

9) *When attached to numbers or number-measure word phrases*, it gives the sense of 'so few' or 'so little'. For example:

بۇ ئىدارىدا ئون ئىككىلا ئادەم بار.
There are only twelve people in this office.
يىغىنغا تۆتلا ۋەكىل قاتناشتى.
Only four representatives attended the conference.
مەجلىس بىر سائەتلا ئېچىلدى.
The meeting was held for only one hour.
ئۇ بىر كۈندە ئالتە سەرلا تاماق يەيدۇ.
He only eats 300 grams of food a day.

10) *When attached to the perfect participle*, it serves to emphasize the fact that there is not a single exception to the objects which possess the quality of that kind of action. For example:

Everyone who sees him praises him. ئۇنى كۆرگەنلا ئادەم ماختايدۇ.
سورىغانلا سوئالىڭغا جاۋاب بېرىدۇ.
He will answer every question you ask.
The delegates were ۋەكىللەر بارغانلا يېرىدە قىزغىن قارشى ئېلىندى.
warmly welcomed in every place where they went.

11) *When attached to the end of the gerund in a dative case* 'ش' *Gerund* + 'بولدى' *construction*, '-لا' indicates that permission is given only to do the thing expressed by that gerund. For example:

This بۇ پۇلنى باشقا نەرسىگە خەجلەشكە بولمايدۇ. كىتاب ئېلىشقىلا بولىدۇ.
money should not be spent on anything else, only on buying books.
بۇ كىتابلارنى مۇشۇ يەردە كۆرۈشكىلا بولىدۇ، سىرتقا ئېلىپ چىقىشقا بولمايدۇ.
These books may only be read here, they may not be taken out.

12) When it is *attached to the pronoun* 'هەممە' *and to interrogative pronouns functioning as comprehensive pronouns*, the particle '-لا' serves to emphasize the fact that there are no exceptions. It can also play this role *when attached to pronominal numerals*. e.g.:

بۇ يەرنى **هەممىلا** ئادەم ماختايدۇ.

Absolutely everyone praises this place.

Let's *all* go. **هەممىمىزلا** بارايلى.

هەممىمىزگىلا رۇخسەت قىلىندى.

Permission was granted to absolutely all of us.

نەگىلا قارساڭ ئادەم.

There are people absolutely everywhere you look.

قاچانلا كەلسىڭىز قارشى ئالىمىز.

You'll be welcome *whenever* you come.

كىمدىنلا سورساڭ ئېيتىپ بېرىدۇ.

Absolutely anyone you ask will tell you.

بىز ئۈچ بالا، **ئۈچىمىزلا** ئوغۇل.

There are three of us children and *all three* of us are boys.

13) When *joined to the predicate of a Subordinate Hypothesis Clause*, it indicates that that condition is altogether sufficient. For example:

تىرىشساڭلا ئالغا باسسەن.

If you just work hard you will make progress.

As long as we don't distance ئاممىدىن **ئايرىلمىساقلا** مەغلۇپ بولمايمىز.

ourselves from the man in the street, we will not be defeated.

سىلەر **كەلسەڭلەرلا** يىغىننى باشلايمىز.

Once you've come we'll start the meeting.

رەڭگى مەيلى، **پىششىق بولسىلا** بولىدۇ.

It doesn't matter what colour it is; as long as it's well made.

تولۇق ئوتتۇرىنى **تۈگەتكەن بولسىلا** بۇ خىزمەتنىڭ ھۆددىسىدىن چىقالايدۇ.

As long as he has graduated from high school, he will be able to handle this job.

The particle '-لا' *may sometimes be attached* not to the *predicate* of a subordinate clause, but *to another element*.. For example:

As long as we don't ئاممىدىنلا **ئايرىلمىساق** مەغلۇپ بولمايمىز.

distance ourselves from the man in the street, we will not be defeated.

سىلەرلا **كەلسەڭلەر** يىغىننى باشلايمىز.

Once you've come we'll start the meeting.

رەڭگى مەيلى، **پىششىقلا بولسا** بولىدۇ.

It doesn't matter what colour it is; as long as it's well made.

تولۇق ئوتتۇرىنى **تۈگەتكەنلا بولسا** بۇ خىزمەتنىڭ ھۆددىسىدىن چىقالايدۇ.

As long as he has graduated from high school, he will be able to handle this job.

14) *When attached to a Subordinate Objection Clause*, it indicates that (1) the subject encounters the state or action of the main clause on every occasion, or (2) encounters the action of the main clause as soon as he performs the action of the subordinate clause. For example:

ئۇ نەگە كېتىدىكىن، **بارساملا** ئۆيىدە يوق. (1)

I wonder where he can have gone; whenever I go he's out.

I only مېنىڭ سىزگە ئازراق پىكرىم بار **دېسەملا** خاپا بولۇپ كەتتى. (1)

said I had a small suggestion for him, and he became really angry.

مەن مۇشۇ يەرگە **يېتىپ كەلسەملا** ئۇمۇ ئۆيىدىن چىقىپ ئىشقا ماڭىدۇ. (2)

He leaves home to go to work as soon as I get here.

15) It functions *as a component of a verbal construction* which indicates non-restriction.

He didn't only say **ئۇ سۆزلەش بىلەنلا قالماي**، ئەمەلىيەتتە كۆرسەتتى.

it, he demonstrated it in reality. (He practised what he preached.)

ئۇ بىزگە دەرس **بېرىپلا قالماي**، ئىدىيە جەھەتتىنمۇ كۆڭۈل بۆلىدۇ.

He not only teaches us, he's also concerned about ideology.

The Particle '-زە' (يۇكلىمىسى «-زە»)

1) *When attached to the focal point of sentences which are in an interrogative form or serve to express a sense of negation by means of intonation*, it indicates a way of saying, 'Isn't the matter obvious?'.

For example:

مۇشۇ يەردىزە زىرائەت ئۇنەمدۇ! (ئەلۋەتتە ئۇنمەيدۇ)
Do crops germinate *here*?! (Of course they don't germinate)
مۇشۇ يەردىزە زىرائەت ئۇنىدۇ! (ئەلۋەتتە ئۇنمەيدۇ)
Crops germinate *here*!? (Of course they don't germinate)
ئەخمەتزە شۇنى ياختامدا! (ياراتمايدىغىنى ئېنىق)
Does *Äkhmät* really enjoy that?! (It's obvious he doesn't enjoy it)
ئەخمەتزە شۇنى ياختىدۇ! (ياراتمايدىغىنى ئېنىق)
Äkhmät enjoys that!? (It's obvious he doesn't enjoy it)

2) *When attached to the part of an ordinary sentence which has been made the focus*, it indicates a means of switching emphasis. For example:

ئۇ ھاراق ئىچمەيدۇ، تاماكىنىزە ئۇزۇلدۈرمەي چېكىدۇ.
He doesn't drink alcohol, but when it comes to *tobacco*, he chain-smokes.

سەنمىزە بەك تەرسا جۇمۇ.
As for *you too*, you're very stubborn, aren't you?

بۈگۈنزە راسا بىر قىزىتىدىغان بولدۇق ـ تە.
As far as today is concerned, it looks as if we're going to really liven things up.

3) *When attached to the focal part of sentences which express an interrogative meaning by means of intonation*, it indicates a way of saying, 'Where is there such a regulation?'. For example:

بىز كېتىمىز، سەنزە مۇشۇ يەردە قالسەن؟ مەن بۇنىڭغا قوشۇلمايمەن.
We're leaving, so what makes you think *you* can stay here? I don't agree with that.

مۇشۇ يەرگە كېلىۋزە (كېلىپزە) بىزنىڭ ئۆيىگە كىرمەيسەن؟
What makes you think you can *come* here without visiting us?

4) When *joined to the end of the predicate*, it indicates that the matter expressed in the predicate is spoken with indifference or without caring.[164] For example:

[164] In Kashgar the particle 'ـدە (ـتە)' is used in place of 'ـزە' in this sense. (See subsection 5 of 'ـدە [ـتە]'.)

خۇش بولۇپ قالسۇن دەپ بېرىپ قويدۇمزە!
I only went to keep him happy.
ئېغىز ئۆزىنىڭ بولغاندىن كېيىن دەيدۇزە!
He just speaks without thinking.

The Particle 'ـ(ـئە)ـئا' (يۆكلىمىسى «ـ(ـئە) ـ ئا»)

1) *When attached to Statement Mood predicates*, it indicates a question asked in a surprised manner. For example:

نېمە بولدۇڭ، جاۋاب بېرەلمەيسىنا!؟
What's the matter with you, why can't you answer the question!?
كېچىكىپ قالدىڭا؟ نەگە باردىڭ؟؟
You're *late*, eh? Where have you been??
تېخىچە كەلمىدا؟ نېمە بولغاندۇ؟
Has he still not come? I wonder what's happened?
تاماكا چېكىدىكەنسىنا، كىچىككىنە تۇرۇپ.
So young, and yet you're smoking!?

2) *When attached to Simple Past Tense forms in the Direct Statement Mood*, it produces exclamatory sentences which indicate that the action is intensified or continued for a long time. Such predicates are mostly repeated, but 'ئا' is not added to the repetition. When 'ئا' *is attached to a 3rd person form*, the final 'ى' is omitted. e.g.:

You've been writing this letter for *ages*!	بۇ خەتنى يازدىڭا-يازدىڭا!
I'm *really* fed up!/I'm *really* bored!	زېرىكتىما-زېرىكتىم!
It's been raining really hard (for ages)	بۇ يامغۇر ياغدا-ياغدى![165]

3) *When attached to the Imperative Mood 2nd person predicate form of the verb*, it indicates a sense of entreaty, or serves to weaken the style of the command.[166] For example:

خۇش بولاي، ماڭا بىر پارچە خەت يېزىپ بېرىڭا.
I beg you to please write me a letter.

[165] In the spoken language the final 'ى' is retained — 'بۇ يامغۇر ياغدىئا-ياغدى!'.

[166] In Kashgar, the suffix 'ئە' is used in place of 'ئا' in this instance

مەيەگە كېلا (كېلە)، ساڭا بىر گېپىم بار.
Please could you come here, I've something to say to you.
If you're going to the ياتاققا بارسڭىز مېنىڭ لۇغىتىمنى ئالغاچ كېلىڭا. dormitory, please could you bring my dictionary when you come.
Please would you lend me your dictionary. لۇغىتىڭنى بېرىپ تۇرا.

The Particle 'ـھە' (يۇكلىمىسى «ـھە»)

1) *When it occurs in front of an Interrogative sentence*, it serves to attract attention.[167] For example:

Hey, where have you come from? ھە، نەدىن كېلىۋاتسەن؟
Hey, what have you come for? ھە، نېمە قىلغىلى كەلدىڭ؟

2) *When it occurs in front of a Statement Mood sentence*, it indicates that a desire has been achieved, or that a matter has been found appropriate. For example:

Ah! Now I'm full. ھە، ئەمدى قورساق تويدى.
Good, this job of yours is well done. ھە، بۇ ئىشىڭ ياراپدۇ.
Good, it's turned out really well. ھە، تازا ياخشى بوپتۇ.
Good, this plan has worked well. ھە، بۇ پىلان ياخشى بولدى.

3) *When it occurs at the beginning of Imperative sentences*, it indicates that the time has come for that matter. For example:

Right, let's go now. ھە، ئەمدى ماڭايلى.
Okay, get ready. ھە، تەييار بول.
All right, you can speak now. ھە، ئەمدى سۆزلە.

4) *It comes at the beginning of Statement Mood sentences* and indicates the sense of having understood, or having remembered. In such cases it is pronounced somewhat drawn out. For example:

[167] Although this and the following four usages of 'ھە' are included as particles in the *Uyghur Explanatory Dictionary* (Vol. 5), 1995, they would be more appropriately classified as exclamations. According to *The Dictionary of Modern Literary Uyghur Spelling and Pronunciation*, 1997, p. 31, §31, the particle 'ـھە' is always attached to the end of a word by means of a hyphen and does not occur independently or at the beginning of a sentence.

Oo...h, I remember. ھە... ئېسىمگە كەلدى.
ھە... سىز ئىكەنسىز ـ دە!
Oo...h, it's you! (i.e. I've just realized it's you.)
ھە... توغرا، بىز ئۇرۇمچىدە كۆرۈشكەن.
Oh yes, that's right; we met in Urumqi.

5) *When it comes (as a question) at the beginning of Interrogative sentences*, it indicates being startled, or not having heard clearly. In such cases it is pronounced forcefully and loudly. For example:

Eh? Hasn't he come? ھە؟ كەلمىدى؟
What? Ähkmät? He's not going either. ھە؟ ئەخمەتما؟ ئۇمۇ بارمايدۇ.

6) *When attached (by a hyphen) to predicates in the 2nd person form of the Imperative Mood*, it indicates a rudely given command. Such predicates always occur at the beginning of a sentence. If the word to which 'ـھە' is attached ends in a consonant, it takes on the form 'ئە' and is joined directly, without a hyphen. For example:

Write and don't say a word! يازە، تولا گەپ قىلمايلا!
Hurry up and *go*! ماڭە چاپسان!
Go to sleep! ئۇخلا ـ ھە!

7) *When attached (by a hyphen) to the end of an Exclamatory sentence*, the particle 'ـھە' indicates surprise or astonishment, in the manner of a question tag. For example:

پاھ، نېمىدېگەن ئوخشاپ كەتكەن بۇغدايلار بۇ ـ ھە!؟
Wow, what finely ripened grain this is, *isn't it*!?
بۇ دەريا نېمىدېگەن تېز ئاقىدۇ ـ ھە!
My, how fast this river's flowing, *isn't it*!?

The Particle 'ئەمسە' (يۇكلىمىسى «ئەمسە»)

When *it occurs at the beginning or end of a clause*, it indicates the sense of turning from one matter to another. For example:

Well then, let's start the meeting. ئەمسە يىغىننى باشلايلى.

ئەمسە مەن ئازراق پىكىر بايان قىلاي.
Okay then, let me express a slight objection.
Goodbye then, we'll be on our way. خوش ئەمسە، بىز كەتتۇق.

The Particle 'مەيلى' («مەيلى» يۇكلىمسى)

1) The Particle 'مەيلى' *comes at the beginning of the sentence* and indicates such meanings as (1) permitting, (2) not caring, or (3) taking a risk. For example:

Okay, let him go. مەيلى، بارسۇن. (1,3)
It's okay, carry on writing. مەيلى، يازىۋېرىك. (1)
I don't care, go ahead and be upset. مەيلى، خاپا بولساڭ بولىۋەر. (2)

2) When *it comes after a Subordinate Hypothesis Clause*, it turns it into a subordinate non-impeding objection clause. For example:

بارمىساڭ مەيلى، ئىختىيار ئۆزۈڭدە.
Even if you don't go it doesn't matter, it's up to you.
يېڭىلسەم مەيلى، بىر تۇتۇشۇپ باقايلى.
Even if I lose it doesn't matter, let's have a contest.
ئۇ كەلمسە مەيلى، يىغىننى ئېچىۋېرەيلى.
Never mind if he doesn't come, let's go ahead and hold the meeting.

3) When it occurs *at the beginning of Imperative Mood sentences*, it turns them into another kind of Subordinate Non-impeding Objection Clause. (This has been discussed in **Chapter 11, § 3, Subsection 6: *2) Its Meaning and Usage*, p.309.** [This usage is in fact as a **conjunction**, as the author himself states at that point.])

The Particle 'تېخى' («تېخى» يۇكلىمسى)

This word sometimes functions as an adverb and sometimes as a particle. If it is possible to replace it with the word 'تېخىچە' (still/[not] yet), it is an adverb, but if it is not possible to replace it, it is a particle. When this word functions as a particle it expresses the following meanings:

1) *It occurs either before or after the predicate* and indicates that there is another matter spoken in addition to the matter expressed in the sentence. For example:

ئۇ قابىلىيەتلىك ئادەم، تېخى ئىنگلىزچە بىلىدۇ.
He's a very talented person and what's more, he knows English.
ئۇ قاملاشمىغان ئادەم ئىكەن، پىكىر بەرسەڭ قوبۇل قىلمايدىكەن تېخى.
He's an unreasonable person and what's more, if you make a suggestion he won't accept it.
قارا، مۇنۇ ماشىنا نېمىدېگەن چىرايلىق، تېخى رادىئوسى بار ئىكەن. Look, what a beautiful vehicle this is and what's more, it has a radio.

2) *It occurs either before or after the sentence predicate* and indicates that there is a matter which is awaiting the time of the subject matter in that sentence. For example:

ئەتە ـ ئۆگۈن تېخى قاشنىڭ سۇيىنى چىپلا توختىتىپ ئېتىزلارغا باشلارمىز. (ز. سابىر)
In the next couple of days we still urgently need to stop Kash's water and start it to the fields (Z. Sabir)
مەن ھازىر ياتمايمەن، ئۆيگە خەت يازمەن تېخى.
I'm not going to bed just now, I still have to write a letter home.
بۇنىڭدىنمۇ تاتلىق ئارزۇلار تېخى ئالدىمىزدا ئىدى. (ز. سابىر)
Even sweeter hopes than this were still ahead of us.
تېخى مۇشۇ دۆۋىلەكلىك بۇغداي باغلىرىنى يۇمشىتىش كېرەك. (ز. سابىر)
These piled-up bales of wheat still need to be threshed. (Z. Sabir)

3) *It occurs either before or after the sentence predicate* and indicates that, in comparison with another matter, it is possible to express the subject matter of the sentence in that way For example:

'How thin you've become!' ـــ نېمانچە ئورۇقلاپ كەتتىڭ!
ـــ ھازىر سەمرىپ قالدىم تېخى، بۇرۇن كۆرسەڭ قورقۇپ كېتەتتىڭ.
'Actually, I'm quite fat now; if you'd seen me before you would have been horrified!'
'Why is your house such a long way off?' ـــ ئۆيىڭلار نېمانچە يىراق؟

— بىزنىڭ ئۆيى يېقىن تېخى، ئەخمەتلەرنىڭكىگە بىر سائەت ماڭسەن.
'Actually, our house is relatively close; it'll take you an hour to get to Äkhmät's.'
— بۇغدىيىڭلار ئوخشاپتۇ. 'Your wheat has done well.'
— بۇ تېخى ئوخشىغىنى ئەمەس، ئوخشىغىنى ئا تەرەپتە.
'Actually, this hasn't done so well, the finest wheat is over there.

4) *It occurs either before or after the sentence predicate* and indicates such meanings as that, in the view of the speaker, the matter expressed in the predicate (1) is futile, (2) is carried too far, or (3) is unworthy of (or inappropriate for) the subject. For example:

ئەبلغازى، گادايمەن دەپ زارلايسەن تېخى، مانا بايلىق ... (ز. سابىر) (1)
Äbilghazi, you're actually complaining that you're a pauper; look at all this wealth ... (Z. Sabir)

قىلغان ـ ئەتكىنىنى ئاز دەپ تېخى ئادەم ئۆرغىنىنى قارىمامدىغان. (ز. سابىر) (2)
As if what he's already done is not enough, he's actually hitting someone.

ئۇ ئۆچىرەتكىمۇ تۇرماي ھەممىنىڭ ئالدىدا ماشىنىغا چىقىۋالدى، ئۆزى كادىر تېخى. (3)
He got onto the bus ahead of everybody, without even queueing, yet he's a cadre.

ئۇ دائىم ئىمتىھاندىن ئۆتەلمەيدۇ، شۇ ھالىغا تېخى باشقىلارنى كۆزگە ئىلمايدۇ. (3)
He's frequently unable to pass the exams, yet he actually has the nerve to look down on others.

تەنقىد قىلسا كۈلۈۋاتىدۇ تېخى. (2)
He actually has the nerve to laugh when she's criticizing him.

5) When *it occurs before certain time adverbial modifiers or associative adverbial modifiers*, it signifies that a long time has not passed. In such cases it usually occurs in conjunction with the particle 'لا'. For example:

ئۇ تېخى تۈنۈگۈنلا كېلىپ كەتكەنىدىغۇ؟
Wasn't it only yesterday that he visited?

I've only just arrived. تېخى ھازىر كەلدىم.
تېخى سوئالنى كۆرۈپ بولمايلا سائەت توشۇپ قالدى.
I hadn't even finished reading the question when the time was up.

6) It occurs among the components of Additional Exclamatory Sentences (See the statement about **the Particle 'ـچۇ', subsection 3, pp. 489-490**).

The Particle 'قېنى' (يۇكلىمىسى «قېنى»)

Besides functioning as an interrogative pronoun in such sentences as 'ئەخمەت قېنى؟' (Where is Äkhmät?), 'قېنى' frequently serves as a particle and expresses the following meanings:

1) When it occurs *at the beginning of Imperative Sentences*, it indicates a sign of invitation (or urging). For example:

Come on, let's go in. قېنى ئۆيگە كىرەيلى.
قېنى چۈش ئاسمكا، كاۋاپ يەيمىز. (ز. سابىر)
Please come down, Uncle Asim, we're going to eat kebabs
Please tuck in!/Bon appetit! قېنى، تاماقلا بېقىڭلار.
Come on, let's go and feed the horses. قېنى يۈر، ئاتلارغا يەم بېرەيلى.

2) *It may occur either at the beginning or at the end of Interrogative Sentences* and indicates (1) a desire to know the real answer to that question, or (2) serves to request a reply from the listener. e.g.:

يەنە بىر دەم كۆرەيلى، قېنى كىم يېڭىدۇ. (1)
Let's watch for a while longer to see exactly who wins.
سوراپ باقايلى، نېمىدەپ جاۋاب بېرىدۇ قېنى. (1)
Let's ask and see exactly what kind of answer he gives.
Which road should we take, then? قېنى قايسى يولنى تاللايمىز؟ (2)
Who's going, then?/Exactly who is going? كىم بارىدۇ قېنى؟ (2, 1)

3) 'قېنى' *may occur in conjunction with Imperative Mood predicate forms of a verb to which the particle 'ـچۇ' has been attached*, and which serve to indicate the circumstances of (1) waiting for the

action to happen, (2) being unable to achieve the expected result from the action, or ending in a bad outcome. For example:

Now how about letting me finish my jobs, then we'll have a really good time. (1) مەن ئىشلىرىمنى **تۈگىتەيچۇ قېنى**، تازا ئويناپمىز.

He apparently said he would hit me; well let him just try then! (2) ئۇ مېنى ئۇرىمەن دېگۈدەك، **ئۇرۇپ باقسۇنچۇ قېنى!**

The Particle 'ئېھتىمال' («ئېھتىمال» يۈكلىمىسى)

Besides being used as a noun, this word may also be used as a particle. When it occurs as a particle, *coming either at the beginning or at the end of Assessment Mood sentences*, this word serves to make the idea of estimation even clearer or, *coming at the beginning or end of Ordinary sentences*, it expresses the meaning of estimation. For example:

It looks as if this young man may have been in the army before. (Ä. Tatlik) **ئېھتىمال** بۇ يىگىت بۇرۇن ھەربىيدە بولغان بولسا كېرەك. (ئە. تاتلىق)

He probably didn't see us./ Perhaps he didn't see us. ئۇ بىزنى كۆرمىدى **ئېھتىمال**.

The words 'ئەتىمالىم' and 'ھەقىچان (ھەرقاچان)',[168] may sometimes be used in place of 'ئېھتىمال'. 'ئەتىمالىم' *basically comes at the end of the sentence*. For example:

It looks as if he too has probably just woken up. (Z. Kadir) ئۆزىمۇ ھازىر ئۇيقۇدىن تۇرغان بولسا كېرەك **ئەتىمالىم**. (ز. قادىر)

I threw a second time. It may have seriously wounded his head. (Z. Kadir) ئىككىنچى قېتىم ئاتقانىدىم، بېشىغا قاتتىق تەگدى **ئەتىمالىم**. (ز. قادىر)

He'll probably owe a lot to his creditors too, by the time harvest arrives. **ھەقىچان** ئورمىغا يەتكۈچە ئۇمۇ جازانىخورلارغا بىرمۇنچە قەرزدار بولغاندا. (ز. قادىر)

[168] 'ئەتىمالىم' is a corruption of 'ئېھتىمال' and is only used in the spoken language. The same is true of 'ھەقىچان', which is a spoken form of 'ھەرقاچان'.

The Particle 'ناھايىتى' («ناھايىتى» يۈكلىمىسى)

This is an altered variety[169] of the word 'نىھايەت/ناھايىتى', which has been assimilated from Arabic and expresses the following meanings:

1) *It occurs in front of numerals, numeral-measure word phrases, nouns and words functioning as nouns*, or *at the end of the sentence*, and indicates a state of insufficiency (i.e. such meanings as 'ھەممىسى' [**altogether**], 'بار ـ يوقى' [**only this/these and no other**], and 'بولۇپ پەقەتلا' [**only/merely**]). **In such cases it usually occurs in conjunction with the particle 'ـلا'**. For example:

بۈگۈن **ناھايىتى** ئىككى سائەتلا دەرس بار.

Today there are only two hours of classes (altogether).

لۇغەت ئېلىشقا **ناھايىتى** ئۈچ ئادەم يېزىلدى.

A mere three people have signed up to buy a dictionary.

He only has one child altogether. ئۇنىڭ بىرلا بالىسى بار **ناھايىتى**.

I only have this dictionary. مېنىڭ **ناھايىتى** مۇشۇ لۇغىتىم بار.

Of us, only Äkhmät will attend. بىزدىن **ناھايىتى** ئەخمەت قاتنىشىدۇ.

2) *It occurs either at the beginning or end of sentences* and indicates a means of minimizing a matter. For example:

I haven't done any great thing, I've only done my duty. مەن ھېچقانچە چوڭ ئىش قىلغىنىم يوق، **ناھايىتى** ئۆز بۇرچۇمنى ئادا قىلدىم.

Don't be afraid, nothing will happen: it will hurt a little, that's all. قورقما، ھېچنەرسە بولمايدۇ، بىرئاز ئاغرىتىدۇ **ناھايىتى**.

The Particle 'ھەر ھالدا' («ھەر ھالدا» يۈكلىمىسى)

It occurs at the beginning of the sentence and sometimes at the end **and can express the sense of 'قانداق بولمىسۇن' (anyway/anyhow) or 'ئومۇمەن' (generally/on the whole)**. For example:

On the whole we're not doing too badly. **ھەر ھالدا** ياماڭ ئەمەس كېتىۋاتىمىز.

[169] The author gives this particle as 'نايىتى', which is only a spoken form and is not used in literary Uyghur.

هەر هالدا ئۈمىدىمىزنى يەردە قويماسسەن.
Anyway, please don't dash our hopes.

The Particle 'دەرۋەقە' («دەرۋەقە» يۈكلىمسى)

'دەرۋەقە' *occurs at the beginning of the sentence* and indicates a means of acknowledging the subject matter spoken in the sentence.
For example:

دەرۋەقە، بۇ مەسىلىدە مېنىڭ مەسئۇلىيىتىم بار.
Naturally I have a responsibility in this matter.

دەرۋەقە، بىز شۇ چاغدا كېلىشىم هاسىل قىلغانىدۇق.
Of course, we (had) reached an agreement at that time.

You certainly have difficulties. دەرۋەقە، سىزدە قىيىنچىلىق بار.

The Particle 'جۇمۇ' («جۇمۇ» يۈكلىمسى)

1) *When attached to the end of Imperative Mood sentences*, it indicates a special means of admonishing. For example:

Make sure you come back quickly./ چاپسان قايتىپ كەل جۇمۇ.
Come back quickly, won't you?

(لىمنىڭ) ئىنچىكىلىرىنى باس جۇمۇ. (ز. سابىر)
Be sure to load the small ones (/beams). (Z. Sabir)

Let's be مالچىلارنىڭ ئۆيلىرىنى بۈگۈن كۆرۈپ بولايلى جۇمۇ. (ز. سابىر)
sure to finish looking at the herders' homes today. (Z. Sabir)

ئۇلار ماڭا قارىماي كېتىۋەرسۇن جۇمۇ.
Let them go without waiting for me, won't you?

2) *When attached to the end of Statement Mood sentences,* it indicates that a demand is made of the listener to understand the matter spoken of in the sentence. It may sometimes indicate a means of warning or reminding. For example:

بەرمىسەڭ تۇڭ ـ پۇڭۇڭ بىلەن كۆتۈرۈپ ماڭىمەن جۇمۇ. (ز. سابىر)
If you don't give it to me, I'll take your oil container and go, do you hear?

مۇنۇ ئاسىم مۇردىنى تاشلاپ قويۇپ، جەرەن قوغلايدىغانلاردىن جۇمۇ! (ز. سابىر)
Just remember, this Asim threw down the corpse and joined those who were hunting a gazelle! (Z. Sabir) [i.e. he left a vital job to go and enjoy himself.]

ئەمما مەن ئېلىشساق دەيدىغانلار قاتارىغا تىزلىمەن جۇمۇ. (ز. سابىر)
But I'm going to align myself with those who plan to fight, do you understand?

مەن بەك قىزىققان جۇمۇ، ئەخمەت.
Be warned, Äkhmät, I'm very impetuous.

The Particle 'بىكار' (هېلى بىكار)' («بىكار (هېلى بىكار)» يۈكلىمسى)[170]

This particle has been derived form the adjective 'بىكار'. *It occurs either at the beginning or the end of the sentence* and indicates a means of warning.[171] For example:

Don't pull it; it'll snap, I tell you. تارتما، **بىكار** ئۈزۈلۈپ كېتىدۇ.
That's enough. بولدى، تولا گەپ قىلما، **هېلى بىكار** ئۇرۇشۇپ قالىمىز.
Don't talk any more or, I warn you, we'll start fighting.

The Particle 'ئىشقىلىپ' («ئىشقىلىپ» يۈكلىمسى)

The particle 'ئىشقىلىپ' *occurs at the beginning of the sentence* and indicates a means of saying 'قانداق بولمىسۇن' **(anyway/anyhow)**. e.g.:

Anyway, we're not late. **ئىشقىلىپ**، كېچىكىپ قالمىدۇق.
Anyway, we didn't sustain any loss. **ئىشقىلىپ**، زىيان تارتمىدۇق.
Anyway, try to start work on time. **ئىشقىلىپ**، ئىشنى ۋاقتىدا باشلا.

The Particle 'خۇددى' («خۇددى» يۈكلىمسى)

***It comes before the part of the sentence which expresses a similarity* and serves to intensify the similarity.** For example:

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[170] The author gives this form as 'بكا (هېلى بكا)', but this is only the spoken form and is not used in writing.

[171] According to the 'ئۇيغۇر تىلىنىڭ ئىزاهلىق لۇغىتى' (Volume 1), the particle 'بىكار' indicates arrogance or anger.

خۇددى ئۆز كۆزى بىلەن كۆرگەندەك سۆزلەۋاتىدۇ.
He's speaking just as if he'd seen it with his own eye's.
خۇددى مۇشۇ جوزىدەك بىر تاشنى كۆتۈرۈپ كەتتۇق
He was able to lift a stone every bit as big as this table.

It may sometimes indicate similarity, *when it occurs in front of a noun or noun phrase functioning as a predicate*. For example:

Feel my hand, it's just like ice. قولۇمنى تۇتۇپ باقە، خۇددى مۇز.
بۇ بالا خۇددى دادىسىنىڭ ئۆزى ئىكەن.
This child is the spitting image of his father.

The particles 'بەئەينى' and 'گويا' may sometimes occur in place of the particle 'خۇددى'. For example:

بەئەينى (گويا) ئۆز كۆزى بىلەن كۆرگەندەك سۆزلەۋاتىدۇ.
He's speaking just as if he'd seen it with his own eye's.
Feel my hand, it's just like ice. قولۇمنى تۇتۇپ باقە، بەئەينى مۇز.
ئىرادە چىڭ بولسۇن گويا (خۇددى) پولاتتەك.
May your will be just as strong as steel.
قورساق كەڭ بولسۇن گويا (خۇددى) دېڭىزدەك.
May your heart be just as wide as the ocean.

The Particle 'زادى' (يۇكلىمسى «زادى»)

Besides functioning as an adverb synonymous with the words 'ھەرگىز' and 'قەتئىي' (both meaning 'never'), 'زادى' also functions as a particle indicating the following meanings:

1) *It occurs at the beginning or end of interrogative sentences* and indicates that a precise answer is requested. For example:

Exactly where are you going? زادى نەگە بارسەن؟
Who is going exactly?/Precisely who is going? كىم باردۇ زادى؟
زادى قانچىلىك ئادەم قاتنىشىدۇ؟
Exactly how many people will be attending?
Precisely when are you coming? قاچان كېلسەن زادى؟
Are you actually coming?/Are you really coming? كېلەمسەن زادى؟
Are you actually a doctor? سىز دوختۇرمۇ زادى؟

2) *It occurs at the beginning or end of interrogative sentences* and indicates that the subject matter of that sentence must take place, no matter what. For example:

I simply must go for a visit. زادى بىر بېرىپ كەلمىسەم بولمايدۇ.
مەنمۇ مۇشۇ لۇغەتتىن بىرنى ئالاي زادى.
I simply must get one of those dictionaries too.

3) *It occurs at the beginning or end of interrogative sentences* and indicates that the matter expressed in the sentence is fundamentally so. For example:

In fact, you have another plan. زادى سېنىڭ باشقا بىر پىلانىڭ بار.
Actually, he's not satisfied with this matter. ئۇ بۇ ئىشقا رازى ئەمەس زادى.
What Äkhmät says is, in fact, correct. زادى ئەخمەتنىڭ سۆزى توغرا.

The Particle 'بەلكى (بەلكىم)' («بەلكى (بەلكىم)» يۇكلىمسى)

Apart from functioning mainly as a conjunction, this word may also sometimes function as a particle. Basically *it occurs at the beginning or end of assessment mood sentences, or in front of predicates*, and serves to intensify the manner of estimation. For example:

ئەكبەرنىڭ نىيىتى ياخشىدۇ بەلكى. (ز. سابىر)
I think Äkbär's intentions are probably good. (Z. Sabir)
بەلكىم بۇ تۇگۈشنىمۇ [تۇگۈچنىمۇ] يېشىۋالارمىز. (ز. سابىر)
Perhaps we may be able to untangle this problem. (Z. Sabir)
ئۇ يىغىنغا سىلەرمۇ قاتناشقان بولغىيدىكەن بەلكى.
I think, maybe, you also attended that meeting.

The Particle 'ھەتتا' («ھەتتا» يۇكلىمسى)

Apart from functioning mainly as a conjunction, this word may also sometimes function as a particle. When it occurs in the role of a particle, *it is added before the focal part of the sentence* and indicates that that part is spoken with great intensity. It often occurs in conjunction with the particle 'مۇ' in the same sense. e.g.:

For the sake ئۇلار خەلقنىڭ ئازادلىقى ئۈچۈن ھەتتا جېنىنىمۇ ئايىمىدى.
of the people's freedom, they didn't *even* spare their own lives.
He *even* went ئۇ ۋەزىپە تەلەپ قىلىپ ھەتتا شەھەرلىك پارتكومغىچە باردى.
as far as going to the city Party Committee to request a job.

The Particle 'خالاس' («خالاس» يۈكلىمىسى)

***This particle is attached to the end of the sentence* and shows that the matter is confined to just what is said in that sentence**. e.g.:

مەن ئۇنىڭ سۆزىنى يەتكۈزۈپ قويدۇم، **خالاس**.
I just passed on his remarks, that's all.
مەن ھېچقانچە چوڭ ئىش قىلغىنىم يوق، ئۆز بۇرچۇمنى ئادا قىلدىم، **خالاس**.
I haven't done anything great; I just did my duty, nothing more.

The Particle 'ھېلىمۇ (ھېلىمۇ ياخشى)'

(«ھېلىمۇ (ھېلىمۇ ياخشى)» يۈكلىمىسى)

Besides being used in the role of an adverb synonymous with 'ھازىرمۇ' (still/even now), **the word 'ھېلىمۇ' also functions as a particle** and expresses the following meanings:

1) ***It occurs at the beginning of the sentence* and indicates that the subject matter of the sentence is fortunate**. For example:

ھېلىمۇ (ياخشى) ماشىنا چىقىپ قالدى، بولمىسا قانداق كېلەتتۇق؟
Fortunately a lorry happened to appear, otherwise how would we have got here?
ھېلىمۇ (ياخشى) يامغۇر يېغىپ كەتمىدى، ئەگەر يامغۇر ياغسا چاتاق بولاتتى.
Luckily it didn't rain; if it had rained it would have been a problem.
نېمىدېگەن خەتەرلىك! **ھېلىمۇ (ياخشى)** بىر يېرىڭگە تەگمىدى.
How dangerous! It's a good thing it didn't hit you (anywhere).

2) ***It occurs either before or after the predicate, or at the beginning of the sentence*, and indicates an exclamatory means of acknowledging the matter expressed in the sentence, or of being satisfied with it**. For example:

تەشكىل **ھېلىمۇ** ساڭا كۆپ ئېتىبار بەردى.
The organization has really set great store by you.
ئوقۇشنى **ھېلىمۇ ياخشى** تۈگەتتىڭ، ئاساسىڭ ئاجىز ئەمەسمۇ؟
You've graduated really well, you had a poor start, didn't you?
ھېلىمۇ غەيرەت قىلدىڭلار، ئاسان ئىشمۇ بۇ.
You've really put everything into it; it wasn't an easy job.

The Particle 'يەنە' («يەنە» يۈكلىمىسى)

Besides indicating the following on of an action when functioning as an adverb, this word also occurs in the role of a particle and expresses the following meanings:

1) ***When added to the negative Imperative Mood form of the verb*, it indicates a request made in an anxious manner**. For example:

You've messed بۇ سائەت بىلەن بەك ئېيتىشىپ كەتتىڭ، **بۆزۈپ قويما يەنە**.
about a lot with this watch; do be careful you don't break it.
Let me go, I don't want to be late. مەن ماڭاي، **كېچىكىپ قالماي يەنە**.
چاپسان يازسان، سائەت **توشۇپ قالمىسۇن يەنە**.
Write quickly, otherwise the time will run out.
بۇ ئىشنى ئۇنىڭغا ئېيتىپ **يۈرمە يەنە**.
You won't tell him of this matter, will you?

2) ***When it comes at the beginning of the sentence or in front of the predicate*, it indicates that, in the final analysis, the matter expressed in the predicate is so, or remains so continuously. The particle 'ـلا' may also sometimes be attached to it**. For example:

يەنە (يەنىلا) مۇشۇ لۇغەت ياخشى ئىكەن.
This dictionary is the best after all.
مەن ئوقۇشنى تۈگەتكەن بولساممۇ، سىز **يەنە (يەنىلا)** مېنىڭ ئوقۇتقۇچىم.
Although I've finished studying, you're still my teacher.
In the end the child was useful. **يەنە (يەنىلا)** شۇ بالا ئەسقاتتى.

The Particle 'پەقەت' («پەقەت» يۈكلىمىسى)

Besides functioning as an adverb synonymous with the words 'قەتئي' and 'ھەرگىز' (both meaning 'never'), the word 'پەقەت' occurs in the role of a particle and is frequently coupled with the particle '-لا' in its limiting role, but may also sometimes occur on its own in a limiting role. For example:

Everyone came except for Äkhmät. (lit. Everyone came; only Äkhmät didn't come.) — ھەممەيلەن كەلدى، **پەقەت ئەخمەتلا** كەلمىدى.

I only came for this. — مەن **پەقەت مۇشۇ ئىش ئۈچۈن** كەلدىم.

This matter will only be resolved once Tursun arrives. — بۇ مەسىلە **پەقەت تۇرسۇن كەلگەندىلا** ھەل بولىدۇ.

The Particle 'يالغۇز' («يالغۇز» يۈكلىمىسى)

Besides being used as an adjective, the word 'يالغۇز' also occurs in the role of a particle and, in some situations, is used synonymously with 'پەقەت'. For example:

Everyone came except for Äkhmät. (lit. Everyone came; only Äkhmät didn't come.) — ھەممەيلەن كەلدى، **يالغۇز ئەخمەتلا** كەلمىدى.

I only came for this./ I came for this alone. — مەن **يالغۇز مۇشۇ ئىش ئۈچۈن** كەلدىم.

The Particle 'مانا' («مانا» يۈكلىمىسى)

Besides functioning as a pronoun indicating the meaning 'ماۋۇ يەردە' (right here), the word 'مانا' occurs in the role of a particle and serves to attract the listener's attention to a nearby thing. e.g.:

مانا، ھەممە ئوقۇغۇچىلار كېلىپ بولدى.

Look, all the students have arrived.

Look (at this), it's gone wrong. — **مانا**، ئىش چاتاق بولدى.

It may also sometimes serve to indicate a sign of speed. For example:

I'm going right now. — **مانا** ھازىر بارىمەن.

It will be ready in just a moment. — **مانا** بىردەمدىلا تەييار بولىدۇ.

The Particle 'ئەنە' («ئەنە» يۈكلىمىسى)

Besides functioning as a pronoun indicating the meaning 'ئاۋۇ يەردە' (right there), the word 'ئەنە' occurs in the role of a particle and serves to attract the listener's attention to a distant thing. e.g.:

ئەنە، ھەممە ئوقۇغۇچى مەيداندا ھەربىكەت قىلىۋاتىدۇ.

Look (over there), all the students are exercising in the field.

Look (there), the sun has risen. — **ئەنە**، كۈن چىقتى.

ئەنە، ئۇلار توپتوغرا مەن تەرەپكە كېلىۋاتىدۇ.

Look, they're coming straight towards me.

The Verb '-دە' in the Role of a Particle

(يۈكلىمە رولىدىكى«-دە » پېئىلى)

Certain grammatical forms of the verb '-دە' function as particles in certain contexts and are used as follows:

1) The form 'دەيمەن' *occurs at the end of sentences in the 2nd person form of the imperative mood* and indicate a means of emphasizing the command or of warning. For example:

Keep quiet, I warn you! or else ... — **جىم تۇر دەيمەن!** ھېلى بىكار ...

Don't stop me! Don't stop me, I tell you! — مېنى توسما، **توسما دەيمەن!**

— ئۆت، نېرى **ئۆت دەيمەن** — دېدى زىۋىرشا ... (ز. سابىر)

'Get away, get over there, I tell you,' said Zivirsha ... (Z. Sabir)

ئەكە دەيمەن ھەي باخشى! (ز. سابىر)

Hey, Shaman, bring it here, I tell you! (Z. Sabir)

2) *When added to the end of interrogative sentences containing interrogative pronouns*, 2nd person (imperfect) present tense forms [of the verb '-دە'] serve to clarify even more the fact that a negative answer is anticipated to that question (or, if the interrogative sentence is negative, a positive answer). For example:

كىم بىلىدۇ دەيسەن (= ھېچكىم بىلمەيدۇ).

Who knows, (I ask you)!? (= No one knows.)

بۇ ئىش **كىمنىڭ خىيالىغا كېلىدۇ دەيسىز** (ھېچكىمنىڭ خىيالىغا كەلمەيدۇ).

Who thinks this, (I ask you)!? (= No one thinks this.)

ئۇ كىچىك بالا نېمىنى بىلىدۇ دەيسىلەر! (ھېچنېمىنى بىلمەيدۇ).
You just tell me, what does that small child know!? (= He doesn't know anything.)

ئۇ قايسى ھەرىكەتتە ئالدىدا ماڭمىغان دەيسەن! (ھەممە ھەرىكەتتە ئالدىدا ماڭغان).
You just tell me, which activity hasn't he been at the forefront of!? (He's been at the forefront of every activity.)

3) When 2nd person imperative mood forms of 'دە-' come *at the end of sentences*, they serve to emphasize and to attract the listener's attention even more ('دېگىنە' is always added to the singular ordinary type and 'تا' is attached to the refined type). For example:

مەھەللە كومىتېتىدىن يېغىن بار دەپ چاقىرىپتىكەن ... نېمە ئىش بارىكەن دەپ ئىشمىنى تاشلاپ، شاپاشلاپ بېرىپتىمەن دەڭا، ... (ئىلى دەريالىسى)
The Residential Area Committee summoned me to a meeting, ... Wondering what it was all about, I dropped my work and rushed to get to it. I ask you! (Ili River)

شۇ كۈنى زۇكام تېگىپ ساق بەش كۈن ياتتىم دېگىنە.
I caught a cold that day and was laid up for five whole days!

ئۇنىڭ باققىدەك بەش بالىسى بار دەڭلار.
He has five children who take care of him, you see.

4) *When added after each of several nouns or noun phrases in a row, the 2nd person (imperfect) present tense interrogative form of the verb* 'دە-' indicates that, from among the many objects related to the objects expressed by those nouns, these are only a few which have come to mind and have been pointed out by name. Such lists are always linked with a generalizing word or phrase. For example:

ئۇ ھوسۇللۇق يازغۇچى، شېئىر دەمسىز، ھېكايە دەمسىز، دراما دەمسىز، ئىشقىلىپ يازمايدىغىنى يوق.
He's a very prolific writer — poetry, drama, stories — you name it; in fact, there's nothing he doesn't write.

ئۇنىڭ سېۋەتلىرىگە قارىسىڭىز، يىرتىق بوتى دەمسىز، سۇنۇق قازان، ماكچىيىپ كەتكەن مەش، كونا كىيىم ـ كېچەك دەمسىز، يوگەكلىك قوغۇشۇن سىم ۋە ھەر خىل تۆمۈر ـ تەسەكلەر دەمسىز، كونا گېزىت، بوشىغان ھەر خىل ھاراق بوتۇلكىلىرى دەمسىز، ئەيتاۋۇر جاھاندا بار نەرسىلەرنىڭ ھەممىسى تېپىلىدۇ. (ئىلى دەريالىسى)
Maybe everything there is in the world can be found if you look in his baskets — battered ankle boots; broken pans; a bent stove; old clothes; rolled up lead wire and all kinds of scrap iron; old newspapers and all kinds of empty alcohol bottles — you name it, he has it. (Ili River)

بىراق ئۇ بىكار ياتماستىن، ئوقۇتقۇچىلارنى كەسپىي جەھەتتىن يېتەكلەش دەمسىز، مەكتەپنىڭ ئىچى ـ تېشىنى سۈپۈرۈش دەمسىز، ھەممىنى قىلاتتى.
But rather than lazing about, he did all these things — guiding the teachers in their profession; cleaning the school inside and out — you name it, he did it. (Ili River)

Chapter 16
EXCLAMATIONS/INTERJECTIONS
(ئىملىق سۆزلەر)

§1 Characteristics of Exclamatory Words
(ئىملىق سۆزلەرنىڭ خۇسۇسىيىتى)

Words which act as a sign for feelings, calls, commands, responses, etc., are called exclamations. For example:

The word 'پا!' signifies a feeling of heat or burning:

Ow! I've burnt my hand! پا! قولۇم كۆيدى!

The word 'ئايهاي' signifies a feeling of pleasure:

Wow! what a beautiful scene! ئايهاي، نېمىدېگەن گۈزەل مەنزىرە!

The word 'ئەستاغپۇرۇللا' may signify a feeling of anxiety:

ئەستاغپۇرۇللا، ئۇنىڭ كەلمەيۋاتقىنىنى قارىمامدىغان.

Oh my goodness, look how late he is!

The word 'تۆ، تۆ!' acts as a signal for calling hens;

The word 'تاخ!' acts as a signal for chasing away hens;

The word 'چۇھ!' acts as a signal to make horses and donkeys go;

The sound 'ۋوي!' acts as a signal to stop horses and donkeys;

The word 'ھەئە!' signifies a positive answer:

Yes, I'm going (to go). ھەئە، بارىمەن.

The words 'پا!', 'ئايهاي', 'ئەستاغپۇرۇللا', 'تۆ، تۆ!', 'تاخ!', 'چۇھ!', 'ۋوي!' and 'ھەئە!' are exclamations.

Because exclamations do not concretely express feelings, calls, commands, responses, etc., by name, but merely serve as a sign for them; the majority of them, particularly exclamations that indicate feelings, are extremely abstract in meaning. Therefore, *they come before (sometimes after) many sentences which express explicitly the concrete meaning of that kind of exclamation* and, as the equivalent of the idea in that sentence, are able to play an

intensificatory role or, in some contexts, are able to represent meanings which have not been specifically stated. For example:

Phew! I'm absolutely exhausted. ئۇف! ھېرىپ ھالىم قالمىدى.

ئۇف! بۈگۈن ماڭا بەك ھاردۇق يەتتى.

Phew! Today has been really tiring for me.

ئۇف! مېنى بەك چارچىتىۋەتتىڭ.

Phew! You've completely worn me out.

Here the exclamation 'ئۇف!' comes in front of three sentences which explicitly express a feeling of tiredness and plays an intensificatory role as their equivalent. However, in the following sentences:

Phew! What a long way it is! ئۇف! نېمىدېگەن يىراق يول بۇ!

ئۇف! بۇ چاپان بەكمۇ ئېغىر كەلدى.

Phew! This coat's become really heavy.

the exclamation 'ئۇف!' serves to represent the sense of 'It has really tired me out' (مېنى بەك ھارغۇزۇۋەتتى).

The number of exclamatory words in the Uyghur language is not very great, but most of them can function as several different exclamations by occurring in different contexts, or being pronounced with different intonation. For example, although the exclamation 'ئۇف' serves to express a perception of tiredness in the above sentences, in the following sentences it indicates **a perception of feeling at ease:**

Oh! What a peaceful place this is! ئۇف! نېمىدېگەن راھەت جاي بۇ!

ئۇف! تازا ئۇسسىغان يېرىمگە تەگدى بۇ سۇ!

Phew, this water has really quenched my thirst!

While the exclamatory word 'بەللى!' indicates a sense of commendation in the sentence:

بەللى، بۇ مەسىلىنى تازا جايىدا قويدۇڭ!

Well done! You've brought up this matter at exactly the right time.

in the following sentence it indicates a sense of disapproval:

بەللى، شۇنداق گەپنىمۇ قىلامدىكەن.

Really! He oughtn't to talk like that.

The expression in writing of the majority of exclamatory words is relative, and it is difficult to show clearly in writing the intonation with which they are pronounced. For example, in the sentence:

ۋاي-ۋۇي، بۇ نېمە تۇگمىگەن گەپ!

Good grief! What a long, drawn-out matter this is!

the real pronunciation of the exclamation 'ۋاي-ۋۇي!' is not so simple and, in addition, it is possible to express different degrees of disgusted feeling by pronouncing it with various kinds of intonation. However, it is impossible to show these differences in writing.

Again, it is necessary to state that **there are quite a few exclamations in everday use which it is impossible to express in writing.** For example, it is extremely difficult to point out in writing exclamations which are used to indicate the perception of bitterness (sourness, spiciness), or of shivering from cold, or exclamations which are used for attracting domesticated birds.

The grammatical properties of Exclamations are as follows:

1) Rather than being in any kind of construction relationship with other words in the sentence, exclamations always occur as independent components or function as a sentence on their own. For example:

پاھ، نېمىدېگەن ئېگىز تاغ بۇ! (مۇستەقىل بۆلەك)

Wow, what a high mountain this is. (Independent component)

قاسىمغۇ بۇ، ھووي! (مۇستەقىل بۆلەك)

Oh, this is Qasim. My goodness! (Independent component)

ـــ بەللى! ـــ دېدى ئۇ بارمىغىنى كۆرسىتىپ. (جۈملە)

'Marvellous!' he said, giving the thumbs up. (Sentence)

ـــ بارامسەن؟ Are you going?

ـــ ھەئە. (جۈملە) Yes. (Sentence)

2) Certain exclamatory words may be nominalized and used as nouns. For example, in the sentence:

زېمىننى باسسۇن ئاھىم مېنىڭ.

May my 'Ah' (sigh) envelop the whole world.

the exclamation 'ئاھ', which indicates a feeling of sorrow, has been

nominalized. **It is also possible for some exclamations to be the basis for constructing a verb.** For example:

to moan, to groan	ۋاي ـ ۋايلا ـ (<ۋاي ـ ۋاي + لا)
to sigh, heave a sigh	ئاھ ئۈر ـ
to say 'phew'	ئۇف دە ـ

§2 The Structure of Exclamatory Words

(ئىملىق سۆزلەرنىڭ تۈزۈلۈشى)

Uyghur exclamations may be divided into two types according to their structure:

1) Original Exclamatory Words (ئەسلى ئىملىق سۆزلەر)

2) Derived, or Role-shifted Exclamatory Words

(ياسالما ياكى كۆچمە ئىملىق سۆزلەر)

1) Original Exclamatory Words (ئەسلى ئىملىق سۆزلەر)

Original Exclamatory Words comprise exclamations which emerge by means of special sounds. Some of them may be formed from one group of sounds. For example:

ئۆھ پا ئايھاي ۋاي پاھ

ھەئە چۈھ

Some may be produced by repeating the same group of sounds. For example:

تۆ ـ تۆ ـ تۆ ئېھ ـ ئېھ ۋاي ـ ۋاي

Still others may be produced by pairing two different groups of sounds. For example:

ئاھ ـ ئۆھ ۋاي ـ ۋۇي

2) Derived, or Role-shifted Exclamatory Words

(ياسالما ياكى كۆچمە ئىملىق سۆزلەر)

Derived, or Role-shifted Exclamatory Words comprise exclamations which have been produced as a result of combining exclamatory words with other words, or by role-shifting other words and sentences into exclamations. For example:

ۋاي قۇۋۇرغام ۋاي ئاتام ۋايجان
خۇدا ئاپا ۋاي چىشىم
ئەستاغپۇرۇللا (< ئەستاغفۇرۇللا ــ ئاللادىن كەچۈرۈم تىلەيمەن =
(I beg forgiveness from Allah
ئاپلاھەكبەر [ئاپلاھۇئەكبەر] (< ئاللاھۇ ئەكبەر ــ ئاللا ئەڭ ئۇلۇغ =
(Allah is the greatest

§3 Types of Exclamations

(ئىملىق سۆزلەرنىڭ تۈرى)

Uyghur exclamations may be divided into three types according to meaning:

1. Exclamations of Feeling	ھېس ـ تۇيغۇ ئىملىقلىرى
2. Response Exclamations	جاۋاب ئىملىقلىرى
3. Command-Call Exclamations	بۇيرۇق ـ چاقىرش ئىملىقلىرى

1. Exclamations of Feeling (ھېس ـ تۇيغۇ ئىملىقلىرى)

Exclamations such as the following belong to this type:

◊ — هەببەللى

This exclamation signifies something which is seen as absolutely appropriate. For example:

پاتەمخان: ... سىيت ئۆيگە كىرگىچە مەن غۇنچەمنى باشلاپ چىقىمەن.
تۇرغۇن: **هەببەللى** ــ جايىدا. (ز. قادىر)

Patämkhan: ... Before Siyit comes in I'll lead Ghunchäm out to you.
Turghun: Excellent, — Spot on. (Z. Ḳadir)

◊ — بەللى

This exclamation indicates a sign of praising. For example:

بەللى، يارايسلەر، بۇ ئىشنى ناھايىتى ياخشى قىلدىڭلار.

Good! You're doing well; you've done the job really well.

Sometimes it is used to mean the opposite. For example:

بەللى، شۇنىمۇ گەپ دەپ قىلۋاتامسەن؟!

Oh, *great!* How dare you speak like that!

◊ — بەللى ـ بەللى

This exclamation is used synonymously with 'هەببەللى'. For example:

بەللى ـ بەللى، قالتىس گەپ قىلدىڭىزدە شاڭيۇكا ... (ز. قادىر)

Excellent! You spoke terrifically, Uncle Shangyu. (Z. Ḳadir)

◊ — ۋاھ

This exclamation signifies being very pleased with something. For example:

ۋاھ، ناھايىتى ياخشى ئىش ئىكەن بۇ. (ز. قادىر)

Wow, this is a really good job! (Z. Ḳadir)

Wow, it really looks good on me! **ۋاھ**، تازا لايىق كەلدى.

◊ — ئوھۇ (ئوھۇي)[172]

1) This exclamation signifies unexpected joy. For example:

ئوھۇ ... مانا كارامەت، سەنئەت، سەنئەت ... (قەييۇم تۇردى)

Oh my! Magical, what art, what art ... (Ḳäyyum Turdi)

2) It also signifies amazement. For example:

ئوھۇ ... نېمىدېگەن كاتتا ئىمارەت بۇ.

My goodness ... what a grand building!

ئوھۇي باركاللا، ياخشى، چىرايلىق تىكىپسىلەر. (ز. قادىر)

Oh, bravo, well done, you've sewn it beautifully!

◊ — باركاللا

This exclamation indicates a sign of praising someone's action. For example:

باركاللا، ناھايىتى ياخشى ئىش قىلدىڭلار.

Well done! You've done a really good job.

◊ — ئايھاي

This exclamation signifies admiration. For example:

ئايھاي، بۇ بۇغدايلار نېمىدېگەن ئوخشىغان!

Fantastic! this wheat has ripened so well!

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[172] According to *The Dictionary of Modern Literary Uyghur Spelling and Pronunciation*, 1997, the correct spelling is 'ئوھوي'.

◊ — ئېخ

This exclamation is used in poetry to signify joy. For example:

ئېخ جۇڭگو! ئىقبالى پارلاق ۋەتىنىم! (ئا. توختى)

O China! My homeland with the shining future! (A. Tokhti)

◊ — پاھ

1) This exclamation signifies astonishment. For example:

پاھ، قوللىرىڭىز نېمانچە قاتمال! (ز. سابىر)

My goodness, how hard and rough your hands are. (Z. Sabir)

2) It signifies pleasure or satisfaction. For example:

پاھ، تازا ۋاقتىدا مېھمان بولۇپ كەپتىمەن ـ دە! (ز. سابىر)

Brilliant! I've come to visit just at the right moment!

3) It also signifies a feeling of novelty. For example:

پاھ، مانا قىزىق گەپ، «يۇز تاپار» دېگىنى قانداق كىشىلەر؟ (گ. جاپپار)

Huh! This is an interesting matter; what kind of people seek for fame? (G. Jappar)

◊ — ئاھ

This exclamation signifies sadness or sorrow. For example:

ئاھ ... ئىچىمگە ئوت كەتتى. (ق. ئىمىن)

Oh ... my heart is full of sorrow. [lit. ... fire has gone to my heart] (K. Imin)

يانغىن ئوراپ ئالدى گۆدەك بالىنى ...

ئاھ! ئوتتەك قانلار يۈگۈردى ئادەمى يۈرەككە. (ئا. نازىرى)

An inferno has surrounded the innocent child ...

Oh! blood runs to one's heart like fire. (A. Naziri)

◊ — ھەي

1) This exclamation signifies regret or grieving. For example:

مېنىڭ ئۆكام كەنجىتاي، دادام، مېھرىبان ئانام بىچارە، ھەي ... بۇ كۈنلەرنى

My younger brother, Kenjitay; my father; my kind mother; poor things — Alas! ... they didn't live to see these days. Oh dear! (Käyyum Turdi)

كۆرەلمىدى، خەپ!(قەييۇم تۇردى)

2) It signifies eagerness. For example:

ھەي ... كېچىكىپ قالدىغان بولدۇق ـ تە!

Hey, (come on), it looks as if we're going to be late!

3) It signifies disgust or revulsion. For example:

ھەي ... نېمىدېگەن سەت ھايۋان بۇ!

Ugh! What a revolting creature this is!

◊ — ئېھ ـ ئېھ

When repeated, this word signifies weakness, or distress from pain. For example:

شاھزادە: ئېھ، ئېھ ... سۇ، سۇ ... جىگىرىم قۇرۇپ كەتتى، ئاھ، ۋايجان. (ق. ئىمىن)

Prince: Oh, oh ... water, water ... I'm dying of thirst. Oh! Oh dear! (K. Imin)

◊ — ۋايجان (ۋايجانەي)

1) This exclamation signifies being in pain. For example:

ۋايجان، بېشىم بەك ئاغرىپ كېتىۋاتىدۇ..

Oh dear! my head's really aching..

2) It signifies such infirmities as tiredness, thirst and hunger. e.g.:

ۋايجان، بەك ھېرىپ كەتتىم.

Oh my, I'm so tired!

ۋايجان، قورسقىم بەك ئېچىپ كەتتى.

Oh, I'm starving!

ۋايجان، بەك ئۇسساپ كەتتىم.

Oh, I'm really thirsty!

3) It signifies fear, or being startled or shocked. For example:

ۋايجان، نېمىدېگەن سەت ھايۋان بۇ!

Oh my goodness, what an ugly creature it is!

4) It also signifies indifference. For example:

ۋايجانەي، پۇل ـ پۇل دەپ، بىز دۇكان ئاچاتتۇقمۇ؟!

Who cares! Did we open a shop just to make money?

◊ — ۋىيەي

This exclamation is basically **used by women and girls** and signifies the following:

1) It signifies shame or embarrassment. For example:

ۋىيەي، سىز بىر بويتاق، مەن بىر تۇل ئايال، قانداق مېھمان بولىمەن ئەمسە؟
Oh dear, you're a single man and I'm a widow, (ز. سابىر)
what kind of a guest would I be then? (Z. Sabir)
ۋىيەي، خەق نېمە دەپ قالغاندۇ؟
Oh no! I wonder what other people thought?

2) It indicates a sign of protest. For example:
زورىخان: ئو كۈنى سىلەر ھاشارغا بارمىدىڭلار ... دەپ ۋالاقلاۋاتىدۇ.
غۇنچەم: ۋىيەي، ئۆستەڭگە دەپ باغدىن نەچچە ھارۋا شاخ كېسىپ كەتتىغۇ ... (ز. قادىر)
Zorikhan: He's prattling on about that day you didn't go to forced labour.
Ghunchäm: For goodness sake! He cut down several cart loads of branches from the garden for the irrigation canal, didn't he ...?! (Z. Ḳadir)

3) It signifies being startled or frightened. For example:
Ghunchäm: Aargh! Who's that? غۇنچەم: ۋىيەي، كىمدۇ ئۇ؟ (ز. قادىر)

◊ — ۋاييەي

1) It signifies being in pain. For example:
Ouch! You stepped on my hand! ۋاييەي، قولۇمنى دەسسىدىڭ!
Ow, my hand! I squashed ۋاييەي، قولۇم! قولۇمنى ئىشىك قىسۋالدى!
my hand in the door. [lit. ... the door squashed my hand.]

2) It signifies indifference. For example:
نۇرۇم: ... پۇل تېپىش كېرەك ئىكەن غۇنچەم.
غۇنچەم: ۋاييەي، جان بولسا جاھان، ئاش بولسا قازان. پۇل، پۇل دەپ دۇكان ئاچاتتۇقمۇ؟! (ز.قادىر)
Nurum: We need to earn money Ghunchäm.
Ghunchäm: Who cares! As for life—there's the world; as for food—there's the pot. Did we open a shop just to make money?! (Z. Ḳadir)

3) It indicates a sign of protest. For example:

شاڭيۇ: ... بىزنىڭ ئۈچ ـ تۆت كالا تۇغۇپتۇ، بىرەنى [بىرەرنى] ئەكىلىپ سېغىپ ئېچىسلە.
زورىخان: ۋاييەي، كىشىنىڭ جانلىق مېلىنى تۇتامدىغان. (ز. قادىر)
Shangyu: ... Three or four of our cows have calved; you can take one or two of them and milk them and drink the milk.
Zorikhan: For goodness sake! Take someone else's livestock?!

◊ — ۋاي

1) *It occurs in front of vocative words* and indicates a sign of grief (It is spoken in a drawn out manner). For example:
ۋا...ي، دوستۇم، ئۇ كۈنلەردە مۇنداق ئىشلار كىمنىڭ بېشىغا كەلمىگەن.
O...oh, my friend, who *didn't* suffer such ill fortune in those days?!

2) *It occurs in front of vocative words* to signify a reprimand. e.g.:
ۋاي، سادەتخان! ئەمدى كەلدىڭىزمۇ؟ سازچىلار سىزدىن رەنجىشتى. (م. قادىر)
So, Sadätkhan! You've finally come, have you?
The musicians are upset with you. (M. Ḳadir)

3) It signifies embarrassment. For example:
قازى: (پۇلنى قولىغا ئېلىپ) ۋاي، بۇ نېمە قىلغانلىرى ... (م. قادىر)
Judge: (picking up the money) Oh dear! Why have you done this...? (M. Ḳadir)

4) It signifies agitation or urgency. For example:
ۋاي، چۈشۈڭلار، ئاكاڭلارنىڭ كىيىمىنى بۇلغايسىلەر. (ز. سابىر)
Hey, get down! You'll ruin your brother's clothes. (Z. Sabir)
ۋاي، ئۇلار كېلىپ قالدى! چاپسان بولۇڭلار.
Oh my goodness, they've arrived! Be quick!

5) It signifies being in pain (*It comes before the word which indicates the hurting member*). For example:
Ouch, my hand! You trod on my hand! ۋاي قولۇم! قولۇمنى دەسسىدىڭ!

When repeated, it signifies having been badly hurt. For example:
پاتەمخان: غالجىر ئىت (سىيىتنىڭ كاچىتىغا بىر شاپىلاق ئۇرىدۇ)
سىيىت: ۋاي، ۋاي، ۋاي، ياڭىقىم!
Patämkhan: Rabid dog! (She gives Siyit a slap on the face)
Siyit: Ow! Ow! Ow, my cheek!

6) When weeping for a person who has died, it is added before that person's title. For example:

تۇيۇقسىزدىن يان هويلىنى «**ۋاي ئاتام، ۋاي قېرىندىشىم**» دەپ يىغلىغان ئاۋاز قاپلاپ كەتتى.

Suddenly a sound of wailing filled the side yard, 'O my father!', 'O my brother!'

◊ — (ئاپلا) ئاپلاھەكبەر[173]

1) This exclamation signifies anger. For example:

ئاپلاھۇئەكبەر، مۇشۇ بالىنى قانداق قىلسام بولار.

Good *grief!* what can I do with this child.

2) It signifies being in despair. For example:

ئاپلاھۇئەكبەر، ۋاقىت ئۆتۈپ كېتىپتۇ ئەمەسمۇ؟

Oh dear! The time has gone, hasn't it?

ئاپلاھۇئەكبەر ... ئىش بولمىدى، ئەمدى نېمە قىلغۇلۇق ...

Oh no! It hasn't worked out. Now what's to be done ...?

3) It signifies regret. For example:

ئاپلا، بۇ سۆزنى ئۇنىڭغا بىكار دەپتىمەن.

What a pity, I spoke to him in vain.

◊ — (ئەستا) ئەستاغپۇرۇللا

This exclamation signifies irritation/frustration) or anxiety. e.g.:

شەرۋان: بۇ پەقەت نۇرنىڭ ئىشى، غۇنچىنى پايلاپ يۈرۈپتىكەن دۆيۈز.

شاڭيۈ: **ئەستاغپۇرۇللا!!** (ز. قادىر)

Shärwan: This is nothing but Nur's work. The rat must have lain in wait for Ghunchäm.

Shangyu: Oh, for heaven's sake!! (Z. Ḳadir)

ئەستا، بۇ ئىشنىڭ تەتۈرىگە تارتقىنىنى.

Oh dear, this matter has turned out the opposite of what I expected.

[173] According to *The Dictionary of Modern Literary Uyghur Spelling and Pronunciation*, 1997, the correct spelling is 'ئاپلاھۇئەكبەر'.

◊ — تووۋا

1) This exclamation signifies uncomprehending astonishment. e.g.:

تووۋا، راھەت پۇتلىشىپ يۈرسىمۇ كۆز قىرىنى سالماي جېنىغا جاپا ئىزدەپ يۈرىدىكەن. (ز. سابىر)

Good heavens! Despite the fact that she's tripping over comfort, she's not only disregarding it, but is seeking a life of hardship. (Z. Sabir)

2) It signifies fear that a certain misfortune will befall oneself. e.g.:

— ئون نەچچە ياشلىق بىر قىز تۇيۇقسىزدىنلا گەپ قىلماس بولۇپ قاپتۇ.

— **تووۋا**، خۇدا ساقلىسۇن.

'A girl of around ten years old suddenly became unable to speak.'

'Oh no! May God preserve us!

◊ — ۋاي-ۋۇي

1) This exclamation signifies being fed up with something. e.g.:

ۋاي-ۋۇي ... مۇنۇ پۈرۈمچۇقاينىڭ مە ـ مەدانلىقىنى [مەمەدانلىقىنى] ... (ز. سابىر)

Oh, not again! ... this Pürümchuḳay's arrogant prating ... (Z. Sabir)

2) It signifies being amazed at the quantity or measure of something. For example:

ۋاي-ۋۇي، بىر ئەقلىڭ قايسىبىرسىگە يېتەتتى سېنىڭ؟ (ز.سابىر)

My goodness! How was your brain sufficient for all those different things? (Z. Sabir)

ۋاي-ۋۇي، نېمىدېگەن كۆپ ئادەم بۇ!

My goodness! What a lot of people there are!

3) It also signifies ridicule. For example:

ۋاي-ۋۇي، چىقىپ كېتىمەن دەپ بىزنى قورقۇتماقچىمۇسەن! (ز. قادىر)

Oh yeah! Are you intending to scare us by saying you're going!

◊ — ھىم

1) This exclamation signifies comprehension. For example:

ھىم، راسا ئويلىشىپ ئىش قىلىدىغان يېرى ئىكەن. (ز. سابىر)

Hmm! This part has been really well thought out.

2) It signifies loathing (It is spoken emphatically and very short). e.g.:

I'm certainly going to come. — مەن چوقۇم كېلىمەن.

Huh! — ھىم!

What, don't you believe me? نېمە، ئىشەنمەمسز؟

◊ — ۋۇي

This exclamation signifies unexpectedness. For example:

Oh, it's snapped! ۋۇي، سۇنۇپ كەتتىغۇ بۇ!

Oh, is it you Äkbär?! (Z. Sabir) ۋۇي، ئەكبەرمۇسەن! (ز. سابىر)

◊ — ئوي (ئو)

This exclamation signifies disapproval (It is slightly extended when spoken). For example:

ئو...ي، پايدىسى يوق نەرسىنى قويۇپ تۇرساڭچۇ. (ز. قادىر)

U...gh, why don't you get rid of the useless thing! (Z. Kadir)

ئو، قويۇڭا چاقچىقىڭزنى. (ز. قادىر)

Tut! Please cut out the joking. (Z. Kadir)

◊ — ۋاي تېخى

This exclamation signifies not really believing. For example:

نۇرۇم: كېچە ـ كۈندۈز مېنىڭ خىيالىم سىلەردە.

غۇنچەم: ۋاي تېخى، ئۇستىلىق دېگەن مانا. (ز. قادىر)

Nurum: I worry about you both night and day.

Ghunchäm: Oh yes?! That's skilfully spoken! (Z. Kadir)

◊ — ھە

1) This exclamation signifies fresh realization (It is slightly drawn out and rises at the end). For example:

ھە... شۇ ئىشقا خاپا بولغانكەنسەن ـ دە!

Oh, I see ..., you're upset over that matter!

باسىت: بىر ئات ھارۋىسى بار، ئۇنى ھۆركىرەتكەن شۇمكىن.

شاڭيۈ: ھە... توختاپ تۇرسۇن، كورىمىز. (ز. قادىر)

Basit: He has a horse and cart. I wonder if it's that he's bragging about.

Shangyu: Oh, I see ..., let him be taught a lesson, then we'll see.

2) It signifies the process of recollecting (It is spoken in a drawn-out even tone). For example:

ھەزرەتلىرى ئۈچ نەرسىنى ياخشى كۆرىلا: بىرىنچىسى، پۇل، ئىككىنچىسى، پادىشاھنى، ئۈچىنچىسى، ھە... (سەل تۇرۇۋېلىپ) خېنىمنى، ھە، خانقىزنى.

Your Excellency loves three things: firstly, (ق. ئىمىن)

money, secondly, the king, thirdly, er... (hesitating a little) your wife, er your daughter. (K. Imin)

3) It signifies having just remembered. For example:

Oh yes, I've just remembered. ھە، ئەمدى ئېسىمگە كەلدى.

ھە، راست، ئاۋال چۆچەك ئاڭلايلى. (ق. ئىمىن)

Oh, right, first let's listen to fairy tales. (K. Imin)

◊ — پا

This exclamation signifies having been burnt. For example:

Ow! How hot this bowl is! پا، چىنە نېمىدېگەن قىزىق!

◊ — ئۇف (ئۇھ)

1) This exclamation signifies tiredness. For example:

Phew..., I'm really tired! (Z. Kadir) ئۇھ... ھېرىپ كەتتىما. (ز. قادىر)

2) It signifies weakness. For example:

غۇنچەم: ... ئۇھ جېنىما (كالتا يۆتىلەپ مەيدىسىنى تۇتىدۇ). (ز. قادىر)

Ghunchäm: Oh, I'm dying (Coughing intermittently she clutches her chest).

3) It signifies feeling at ease. For example:

ئۇف، ئەجەب سالقىن شامال چىقتى.

Ah, a lovely cool breeze has sprung up!

◊ — ئىسسىت

This exclamation signifies regret. For example:

What a pity, ئىسسىت، ئېچىلماي توزىغان [توزۇغان] غۇنچەم! (ز. قادىر)

Ghunchäm has withered before she bloomed! (Z. Kadir)

This word may sometimes occur in the forms 'ۋاي ئىسسىسىت', 'ۋاي' or 'ئىستەي'. For example:

ۋاي ئىستەي، غۇنچەمدەك چىرايلىق، چېچەن قىز باينىك شۇ قوپال، ماڭقا ئوغلىغا خوتۇن بولۇپ كېتەرمۇ. (ز. قادىر)
Oh, what a shame! Is a beautiful, bright girl like Ghunchäm going to become the wife of that vulgar, runny-nosed son of a rich man? (Z. Ḳadir)

ئىستقىنا، ئاغزىم ساڭا گەپ قىلغان!
What a pity you didn't listen to what I said!

◊ — ياڭاللا

1) This exclamation signifies uncomprehending amazement. e.g.:

ياڭاللا، شۇنداقمۇ ئادەملەر بولىدىكەن ـ ھە!
Incredible! Are there really such people as this!?

2) It signifies being afraid of the outcome of a matter. For example:

ياڭاللا، تۈيۈپ قالسا قانداق قىلارمىز. (ز. قادىر)
Oh no! What will we do if he finds out? (Z. Ḳadir)

3) It signifies a complaint. For example:

ياڭاللا، زادى ئارام بەرمەيدىغان بولدۇڭ ـ دە.
Oh, for goodness sake! It looks as if you're not going to give me any rest.

◊ — ھەتتەڭگەي[174]

This exclamation signifies eagerness. For example:

ھەتتەڭگەي، ئەمدى چىقسا بولاتتى!
Oh, come on! It should have appeared by now!

◊ — خەپ

This exclamation signifies harbouring resentment or not resigning oneself to something. For example:

يايى: خەپ، نۇر، بىر قوشۇق قېنىڭنى ئىچمىسەم، توختاپ تۇر. (ز. قادىر)
Yayi: Humph, Nur. Just you wait and see if I don't drink a spoonful of your blood! (Z. Ḳadir)

خەپ، بۇ قېتىم ئۇتتۇرۇۋەتتۇق.
Bother! We've lost this time.

[174] In Kashgar the equivalent exclamation is 'ۋاي ئىسىت!'.

◊ — خەير

This exclamation signifies saying farewell, forgiving, agreeing under constraint, or resigning oneself temporarily. For example:

خەير، قورۇنما ئاپا، يەرلىگىدە [يەرلىكىدە] تىنچ يات. (ز. قادىر)
Goodbye, don't be uneasy, Mother; lie peacefully in your grave. (Z. Ḳadir)

سىز ئارىغا چۈشۈپ قالدىڭىز، خەير بوپتۇ.
You've spoken on his behalf; well, so be it.

خەير ... مەن ھاياتلا بولسام ئۇنىڭ بىلەن تېخى ھېسابلىشىمەن. (قەييۇم تۇردى)
Okay, let it be for the moment, but as long as I'm alive I still have him to reckon with. (Ḳäyyum Turdi)

◊ — ۋاي خۇدايىمەي[175]

1) This exclamation signifies anxiety. For example:

ۋاي خۇدايىمەي، ئەمدى قانداق قىلارمەن؟ (ز. قادىر)
Oh dear, what shall I do now? (Z. Ḳadir)

2) It signifies amazement. For example:

ۋاي خۇدايىمەي، كىچىكلا قىزغۇ ... كەل سىڭلىم. (قەييۇم تۇردى)
My goodness, you're only a little girl! ... Come, my little one.

3) It signifies indifference. For example:

ۋاي خۇدايىمەي، پۇل كەتسە كەتمەمدۇ!
Who cares! If the money goes, it goes!

◊ — ۋاي ئاتام

1) This exclamation signifies being in a quandary. For example:

ۋاي ئاتام، مۇنچە كۆپ ئادەمنى نەگە پاتقۇزارمىز.
What to do! Where are we going to fit all these people?

2) It signifies astonishment. For example:

ۋاي ئاتام، نېمانداق قاراڭغۇ ئۆي بۇ.
My goodness, what a dark house this is!

[175] The form 'ۋاي خۇدايىم' is very common in Kashgar, especially in signifying astonishment.

◊ — ۋاي قۇۋۇرغام[176]

This exclamation signifies a taunt. For example:

ۋاي قۇۋۇرغام، تېخى چىقىپ كېتىمەن دەپ بىزنى قورقۇتماقچىمىكەن! Oh yeah! So he's actually intending to scare us by saying he's leaving!

◊ — (هەي خۇدا) خۇدا

1) This exclamation signifies being in a quandary, or anxiety. e.g.:

خۇدا، بۇ چاتاقنى قانداقمۇ تۈگىتەرمىز.

What to do! How on earth are we going to overcome this problem?

هەي خۇدا، ئۇ بىچارە قانداقمۇ قىلار!

Oh dear! what on earth will that poor soul do?

◊ — ئاپا

This exclamation is used by women and girls and signifies being startled. For example:

— ئاپا! — قىز ئورۇندىن سەكرەپ تۇرۇپ كەتتى.

The girl sprang to her feet screaming 'Help!'

2. Response Exclamations (جاۋاب ئىملىقلىرى)

Exclamations such as the following belong to this type:

◊ — ھەئە

This exclamation signifies an affirmative response. For example:

Are you going?	— بارامسەن؟
Yes.	— ھەئە.
Have you seen Ḳasim?	— قاسمنى كۆردۈڭمۇ؟
Yes, I've seen him.	— ھەئە، كۆردۈم.

◊ — ياق

This exclamation signifies a negative response. For example:

Are you going?	— بارامسەن؟
No.	— ياق.

[176] This expression literally means 'Oh my rib!'

Have you seen Ḳasim?	— قاسمنى كۆردۈڭمۇ؟
No, I haven't.	— ياق، كۆرمىدىم.

◊ — ھە

1) This exclamation signifies acknowledgment. For example:

Äkhmät!	— ئەخمەت!
Yes.	— ھە.

2) It may occur in place of 'ھەئە'. For example:

Are you going?	— بارامسەن؟
Yes.	— ھە.
Have you seen Ḳasim?	— قاسمنى كۆردۈڭمۇ؟
Yes, I've seen him.	— ھە، كۆردۈم.

◊ — لەببەي

This exclamation signifies respectful acknowledgment. e.g.:

King: Hey, Attendant!	شاھ: ھەي مۇلازىم!
Attendant: Yes, your Majesty ... (Ḳ. Imin)	مۇلازىم: لەببەي ... (ق. ئىمىن)

◊ — خوش

1) This exclamation signifies respectful acknowledgment. For example:

Hey, Äkhmät!	— ھەي ئەخمەت!
Yes, Sir.	— خوش.

2) It signifies agreeing respectfully. For example:

	شاھ: قەلەندەرگە سەدىقە ئېلىپ چىق!
King: Take a donation out to the beggar!	
Attendant: Certainly ... (Ḳ. Imin)	مۇلازىم: خوش ... (ق. ئىمىن)

◊ — خوپ

1) This exclamation signifies respectful acknowledgment. e.g.:

Soldiers, line up!	— جەڭچىلەر تىزىلسۇن!
Yes, Sir!	— خوپ!

3. Command-Call Exclamations (بۇيرۇق ـ چاقىرىش ئىملىقلىرى)

Exclamations such as the following belong to this type:

A request to take something — 'Here you are!'	مه
A request to stop talking or arguing — 'That's enough!'	بەس
A request to be still or quiet — 'Keep still!', 'Be quiet!'	تىش
A call to horses or donkeys to go — 'Gee up!', 'Giddy up!'	چۇھ
A call for driving away chickens — 'Shoo!'	تاق
A call for driving away dogs — 'Shoo!'	چاق
A call for driving away flying birds — 'Shoo!'	كۈش
A call for driving away cats — 'Shoo!'	پەش
A call to donkeys to go	قىخ
Used in calling a person, it generally comes in front of a name and strengthens the call. For example:	هەي (هوي)
Äkhmät, Hey, Äkhmät!	ئەخمەت، هەي، ئەخمەت!
Used to call chickens	تۇ، تۇ، تۇ
Used to call sheep	مە، مە
Used to call cats — 'Puss, puss!'	پىش، پىش
Used to call donkeys	تىر، تىر

N.B. NOTE TO THE GLOSSARIES

Δ In the English-Uyghur Glossary, where the headword is not the first word of the phrase to which it belongs, the headword and any word(s) which come(s) after it are followed by a comma and then by the words which would normally precede the headword. For example, the entry:

minimum of effort, carry out with the (vpt)

is to be understood as a transitive verbal phrase and to be read as:

to carry out with the minimum of effort (vpt).

Δ The abbreviations in brackets are given in full on the following page (p. 544) and refer to the word class to which the Uyghur word or phrase belongs. They may therefore differ from the part of speech to which the word or phrase given as an English equivalent belongs.

Δ Where a Uyghur verb has a stem ending in 'ئا' or 'ئە', the stem is shown first, followed by a comma, and then the full 'ـماق//ـمەك' form or, where there is more than one Uyghur equivalent given to an English entry, the comma is omitted and the 'ـماق//ـمەك' form is placed in brackets, to avoid confusion with the commas dividing the separate meanings. For example:

determine (vt) [only one equivalent given] بەلگىلە ـ، بەلگىلىمەك

but:

clarify (vt) [2 equivalents given] ئايدىڭلاشتۇرماق، ئېنىقلا ـ (ئېنىقلىماق)

Δ Suffixes or postpositions given in brackets after Uyghur words or phrases would in practice be added to a word preceding that word or phrase. For example:

ئالاقىدار بولماق (بىلەن)، تىركىلە (تىركىلىمەك) (ـغا)

connected (with), be (vpi/vi)

should be read as:

... بىلەن ئالاقىدار بولماق، ... ـغا تىركىلە (تىركىلىمەك)

to be connected (with) (vpi/vi)

Δ Where appropriate the equivalent English preposition is given in brackets after the English entry, as in the above example.

Δ In the English-Uyghur Glossary, where the headword and meaning will not fit on one line, the English is given on the first line and the Uyghur below (or continued below), but in the Uyghur-English Glossary, the Uyghur is given on the first line and the English is continued below. In both glossaries the columns and pages are in the English order (i.e. L → R).

ENGLISH-UYGHUR & UYGHUR-ENGLISH GLOSSARY

Abbreviations

adj	adjective
adjp	adjectival phrase
adv	adverb
advm	adverbial modifier
advmp	adverbial modifier phrase
advp	adverbial phrase
conj	conjunction
conjp	conjunctional phrase
ger	gerund/verbal noun
gp	gerundal phrase
n	noun
np	noun phrase
num	numeral
paren	parenthesis
part	particle
pp	postposition
ppp	potpositional phrase
pron	pronoun
qualp	qualifying phrase
sth.	something
vi	intransitive verb
vp	verbal phrase
vpart	(verbal) participle
vpartp	(verbal) participial phrase
vpi	intransitive verbal phrase
vpt	transitive verbal phrase
vt	transitive verb

A

'ئا' adverbial (np) «ئا»لىق رەۋىشداش

abbreviate (vt) قىسقارتماق

abbreviated, be (vi) قىسقارتىلماق

abbreviation (np) قىسقارتىلما سۆز

ability (n) ئىقتىدار، ئىمكان

abilitative aspect (np) ئىمكان تۈسى

ablative case (np) چىقىش كېلىش

abnormal (adj) باشقىچە

about (pp) ئائىت (ـ غا)، توغرۇلۇق، توغرىسىدا، دائىر (ـ غا)، قارىتا (ـ غا)، ھەققىدە

about to, be (vpi) ئاز قالماق

absence (n) يوقلۇق

absolute adjective (np) دەرىجىسىز سۈپەت

absoluteness (n) مۇتلەقلىق

abstract (adj) ئابستراكت

abstract (vt) ئابستراكتلاشتۇرماق

abstraction (n) ئابستراكتلىق

abstractivity (n) ئابستراكتلىق

abstractualize (vt) ئابستراكتلاشتۇرماق

abundance (n) كۆپلۈك

academic (adj) ئىلمىي

accentuate (vt) گەۋدىلەندۈرمەك

accept (vpt) قوبۇل قىلماق

according to (pp) ئاساسەن (ـ غا)، بويىچە،بىنائەن (ـ غا)، يارىشا (ـ غا)

accurate (adj) ئېنىق

accurately (adv) ئەينەن

accusative case (np) چۈشۈم كېلىش

accustomed to, become (vi) ئادەتلەنمەك

acknowledge (vpt) ئېتىراپ قىلماق

acknowledged, be (vpi) ئېتىراپ قىلىنماق

acknowledgment (gp) ئىلىك ئېلىش

acquire (vi/vpi) ئېرىشمەك (ـ غا)، ئىگە بولماق

acquire, cause to (vpt) ئىگە قىلماق

acronym (np) قىسقارتىلما سۆز

act as (vpi) بولۇپ كەلمەك، رول ئوينىماق

action (n) ھەرىكەت

action measure word (np) ھەرىكەت مىقدارى

action(s) (n) ئىش ـ ھەرىكەت

actual (adj) ئەمەلىي

add (vt) قوشماق

added, be (vi) قوشۇلماق

addition (ger) قوشۇلۇش

addition, in (adv) ئۈستىلەپ

additional (adj) ئۈستىلمە

address type of (np) ئاتاش تۈرى

adjective (n) سۈپەت

adjective of degree (np) دەرىجىلىك سۈپەت

adjective pronoun (np) سۈپەت ئالمىشى

adjective without degree (np) دەرىجىسىز سۈپەت

administrative district (np) مەمۇرىي رايون

admiration (n) ياقتۇرۇش
admit (vpt) ئۇستىگە ئالماق
adopt (vpt) قوبۇل قىلماق
adopt and specialize (vpt)
خاسلاشتۇرۇپ قوللانماق
adopted, be (vi) قوللىنىلماق
advance(vi) ئىلگىرىلە ـ ، ئىلگىرىلىمەك
advantage (of), take (vi) پايدىلانماق
adverb (n) رەۋىش
adverb of degree (np)
دەرىجە رەۋىشى
adverb of manner (np) ھال رەۋىشى
adverb of place (np) ئورۇن رەۋىشى
adverb of time (np) ۋاقىت رەۋىشى
adverbial modifier (n) ھالەت
adverbial modifier of basis (np)
ئاساس ھالىتى
adverbial modifier of circumstance (np) ھال ھالىتى
adverbial of extension or prolongation (np) ئۇزارما رەۋىشدىشى
adverbial of limitation or contrast (np) چەك ـ سىلىشتۇرما رەۋىشدىشى
adverbial of purpose or elapsed time (np) مەقسەت رەۋىشدىشى
adverbial of reason (np)
سەۋەپ رەۋىشدىشى
adverb pronoun (np)
رەۋىش ئالمىشى
adverbial (n) رەۋىشداش
adverbial numeral (np) رەۋىش سان
adverbialization (ger) رەۋىشلىشىش
adverbialize رەۋىشلەشمەك
advice (n) مەسلىھەت
affect (vpt)(ـ غا) تەسىر كۆرسەتمەك
affirm (vpt) مۇئەييەنلەشتۈرمەك
affix (n) قوشۇمچە
again and again (adv)
ئۈستى ـ ئۈستىلەپ
agent (n) سۈبىيېكت
agitation (ger) جىددىيلىشىش
agree (with) (vi)
مۇۋاپىقلاشماق (بىلەن)
agreed (upon), be (vi) كېلىشىلمەك
agreement (n) توختام، كېلىشىم
aim (n) نىشان، نىيەت
aimed at, be (vi) قارىتىلماق
all of a sudden (adv) بىراقلا
allow (vpt) ئىختىيارىغا قويماق
almost (adv) ئاساسەن، دېگۈدەك
almost, be (vpi) ئاز قالماق
already (adv) ئاللىقاچان
alter (vi) ئۆزگەرمەك
alter (vt) ئۆزگەرتمەك
alteration (n) ئۆزگىرىش
alternate (vi) نۆۋەتلەشمەك
always (advp) ھامان، ھەر دائىم
amalgamation (ger) قوشۇلۇش
amalgamate (vt) قوشماق
amalgamate (with) (vi)
بىرىكمەك (بىلەن)
amazement (gp)
ھەيران بولۇش//قېلىش
amazement, in (advp)

appropriate (adj) مۇۋاپىق، مۇناسىپ
appropriate (to), be (vpi/vi) لايىق بولماق (ـغا)، مۇۋاپىقلاشماق (بىلەن)
approval (n) ماقۇللۇق
approximate numeral (np)
مۆلچەر سان
approximately (adv) تەخمىنەن
arise (vpi) پەيدا بولماق
arrive (at) (vi) ئىرىشمەك (ـ غا)
article (n) بۈيۇم
as (pp) تەرىقسىدە، سۈپىتىدە
as follows (adv) تۆۋەندىكىچە
asked about, be (vpi)
سوئال چۈشمەك
aspect (n) تەرەپ، تۈس
aspect auxiliary (np)
تۈس يارىدەمچىسى
aspect of, take on the (vpi)
تۈسىگە كىرمەك
aspectual (adj) تۈسلۈك
assembled numeral (np)
ئۆملۈك سان
assimilated (from), be (vi)
ئۆزلەشمەك (ـ دىن)
associative adverbial (associative adverbial 1) (np) چېتىلما رەۋىشداش
associative adverbial 1 (np)
1 ـ چېتىلما رەۋىشداش
associative adverbial 2 ('ئا' adverbial) (np) 2 ـ چېتىلما رەۋىشداش
assume (vpt) ئۈستىگە ئالماق
astonished, be (vi) ئەجەبلەنمەك
astonishment (gp)
تەئەججۇپلەنگەن تەرزدە
amount (n) مىقدار
amount to (vpt) تەشكىل قىلماق
analogy (n) ئوخشىتىش
analogy, draw an (vpt)
تەمسىل قىلماق
analytic case (np) ئانالىتىك كېلىش
analyse (vt) تەھلىل قىلماق
and (conj) ۋەھالەنكى
anger (ger) غەزەپلىنىش
anxiety (gp) تىت ـ تىت بولۇش
anxiety mood(np) ئەنسىرەش مەيلى
apparent, not (adj) يوشۇرۇن
apart from (ppp) نەزەرگە ئالمىغاندا
appear (vpi/vi)
پەيدا بولماق، گەۋدىلەنمەك
appear, be made to (vpi)
قىيابەتكە كىرگۈزۈلمەك
appear, cause to (vpt) بارلىققا كەلتۈرمەك، قىيابەتكە كىرگۈزمەك
appearance (n) شەكىل (شەكلى)
appearance of, cause to take on the (vpt) قىيابەتكە كىرگۈزمەك
appearance, outward (n) تۇرق
appearance and state (n)
تۇرق ـ ھالەت
appears at first sight (advm)
قارىماقتا
applicable (to) (vpart)
بارايدىغان (ـ غا)
appositional clarifier (n)
ئىزاھ ئېنىقلىغۇچى

هەيران بولۇش//قېلىش
at least (advmp) ئاز بولغاندا
atmosphere (n) كەيپىيات
attached, be (vi) قوشۇلماق
attain (vpt) تەشكىل قىلماق
attention (to), pay no (vpt)
پەرۋا قىلماسلىق
attract (vt) جەلپ قىلماق
auxiliary verb (np) ياردەمچى پېئىل

B

based on ئاساسەن (ـ غا)
basic lexicon (np)
ئاساسىي لۇغەت فوندى
basic verbs (np) تۈپ پېئىل
basically (adv) ئاساسەن
basis, be the (vpi) ئاساس بولماق
basis, have (sth.) as a (vpt)
ئاساس قىلماق
basis, make (sth.) the (vpt)
ئاساس قىلماق
basis of, on the (pp)(ئاساسەن (ـ غا)
basic lexicon (np)
ئاساسىي لۇغەت فوندى
bear (vpt) ئۈستىگە ئالماق
become (vi) ئايلانماق
befall one (vpi) ئۆز بېشىغا كەلمەك
before and after relationship (np)
ئىلگىرى ـ كېيىنلىك مۇناسىۋەت
begin (vi) باشلانماق
beginning (n) باشلانما
beginning to end, from (adv)
باشتىن ـ ئاخىر
behalf of, on (pp) ئۈچۈن
being (n) بارلىق
being, come into (vpi)
ۋۇجۇدقا كەلمەك
belief (n) مەسلەك
believe, not dare to (vpi)
ئىشىنىشكە پېتىنماسلىق
belittle (vt) كەمسىندۇرمەك
belong to (vi) قارىتىلماق
belonging (to) (pp)
تەۋە (ـغا)، مەنسۇپ (ـغا)
belongs (to) (pp) تەۋە (ـ غا)
beneficial (adj) پايدىلىق
beneficiary (n) مەنپەئەتدار
blurred, be(come) (vi)
ئېنىقسىزلا ـ ، ئېنىقسىزلىماق
body (n) گەۋدە
born and brought up, be (vpi)
تۇغۇلۇپ ئۆسمەك
bothered, be (vpi) ئاۋارە بولماق
boundary (n) چەك
break down (into) (vt)
ئاجراتماق (ـ غا)
brief, in (paren) قىسقىسى
brief(ly) (adj/adv) قىسقىچە
bring (vt) كەلتۈرمەك
burnt, be (vi) كۆيمەك
busy (with), be (vi)
شۇغۇللانماق (بىلەن)
by (means of) (pp) ئارقىلىق
by (means of) (pp) [used to indicate the logical subject in passive constructions] تەرىپىدىن
by the way (advp) قوشۇمچە قىلىپ
by way of (pp) ئارقىلىق

C

calculation (gp) ھېسابلاش
call (n) چاقىرىق، ئۇندەش
call (vt) ئاتا ـ (ئاتىماق)، قىچقارماق
capable of, be (vpi)
قابىل بولماق (ـ غا)
capacity (n) سىغىم، مىقدار، ئىقتىدار
cardinal numeral (np) ساناق سان
carried out, be (vi) ئورۇنلانماق
carried too far, be (vpi)
چەكتىن ئېشىپ كەتمەك
carry out (vt)
ئورۇنلا ـ (ئورۇنلىماق)، ئىلىپ بارماق
case (n) كېلىش
case category (np)
كېلىش كاتېگورىيىسى
category (n) كاتېگورىيە
causative voice (np)
مەجبۇرىي دەرىجە
cause (n) سەۋەب
cause (vt) قوزغا ـ ، قوزغىماق
cause and effect (n) سەۋەپ ـ نەتىجە
causal conjunction (np)
سەۋەپ باغلىغۇچىسى
causes (sth. to be done or someone to do sth.), one who (np)
تۈرتكە بولغۇچى
certain (adj) مۇقەررەر
certainly (adv) چوقۇم
certainly (int) ئەلۋەتتە
certainty (n) مۇقەررەرلىك
chance (n) تاسادىپىيلىق
change into (vi) ئايلانماق
character (n) تۈس، خاراكتېر
characteristic (n) خۇسۇسىيەت
characterized, be (vi)
خاراكتېرلەنمەك
chart (n) جەدۋەل
'چە' adverbial (np)
«چە»لىك رەۋىشداش
chiefly (adv) ئاساسەن
change (n) ئۆزگىرىش
change (vi) ئۆزگەرمەك
change (vt)
ئالماشتۇرماق، ئۆزگەرتمەك
characteristic (n) ئالاھىدىلىك
chiefly (adv) كۆپىنچە
circumstance (n) ۋەزىيەت
circumstance(s) (n) شارائىت
clarify (vt) ئايدىڭلاشتۇرماق، ئېنىقلا ـ (ئېنىقلىماق)
class (n) تۈركۈم
classification (gp) تۈرگە بۆلۈنۈش
classify (vpt) تۈرگە ئايرىماق
clause (n) جۈملە
clear (adj) ئېنىق
clear(er), make (vt) ئېنىقلا ـ (ئېنىقلىماق)، ئايدىڭلاشتۇرماق
closely bound (adjp) زىچ بىرىككەن

close(r), make (vt) زىچلاشتۇرماق
colour (n) تۈس ـ رەڭ
combination (ger/n) بىرىكىش، قاتلىنىش، قوشۇلما
combine (with) (vi) بىرىكمەك (بىلەن)
combined (adj) قوشۇلما
combined, be (vi) بىرلەشتۇرۇلمەك، بىرىكتۇرۇلمەك، ئۇلانماق
combinedrelationship conjunction (np) بىرلەشمە مۇناسىۋەت باغلىغۇچىسى
combined verb (np) قوشۇلما پېئىل
come about (vpi) ۋۇجۇدقا كەلمەك
come, cause to (vt) كەلتۈرمەك
come to mind (vpi) ئەسكە ئېلىنماق
come up (in a question) (vpi) سوئال چۈشمەك
common noun (np) ئومۇمىي ئىسىم
commonality (n) ئوخشاشلىق، ئورتاقلىق، ئومۇميلىق
commonality conjunction (np) ئوخشاشلىق باغلىغۇچىسى
command (n) بۇيرۇق
commencement (n) باشلانما
common (vpartp/adj) كۆپ ئۇچرايدىغان، ئورتاق
common knowledge (np) ھەممىگە ئايان
common numeral (np) ئورتاق سان
common-root words (np) يىلتىزداش سۆزلەر

common type (np) ئاددىي تۈر
communicate (vt) ئاڭلاتماق
communicated, be (vi) ئاڭلانماق
comparable (to), be (vi) نسبەتلەشمەك (بىلەن)
comparative (adj) نسپىي
comparative degree (np) سېلىشتۇرما دەرىجە
comparatively (adv) بىرقەدەر
compared (to/with) (pp) قارىغاندا (ـ غا)، نسبەتەن (ـ غا)
compared, that to which something is (n) ئوخشىتىلما
comparison (ger) سېلىشتۇرۇش
comparison (with), in (pp) قارىغاندا (ـ غا)
compete (vi) مۇسابىقىلەش
complaint (ger) زارلىنىش
complement (n) تولدۇرغۇچى
complete (vt) ئورۇنلا ـ ، ئورۇنلىماق
complete copula (np) تولۇق باغلامچى
completed, be (vi) ئورۇنلانماق
completely (adv) تامامەن
complex (adj) مۇرەككەپ
complex numeral (np) مۇرەككەپ سان
complex sentence (np) مۇرەككەپ جۈملە
complex stem forms (np) مۇرەككەپ ئۆزەك شەكىللىرى
complicated (adj) مۇرەككەپ
component (n/np) بۆلەك، تەركىب، تەركىبىي قىسىم
composed of, be (vpi) تەركىب تاپماق
compound (adj) قوشۇلما
compound (n) بىرىكمە، قوشۇلما
compound sentence (np) قوشما جۈملە
compound verb (np) قوشما پېئىل
compound word (np) بىرىككەن سۆز، بىرىكمە سۆز
comprehension (n) چۈشەنگەنلىك
comprehensive (definitive) pronoun (np) ھەلگىلەش ئالمىشى
comprise, be comprised (of) (vpi) تەركىب تاپماق (ـ دىن)
comprise (vpt) ئۆز ئىچىگە ئالماق
concept (n) چۈشەنچە، ئۇقۇم
concerning (pp) ئائىت (ـ غا)، توغرۇلۇق، توغرىسىدا، دائىر (ـ غا)، قارىتا (ـ غا)، ھەققىدە
concise (adj) ئىخچام
conclusion (n) ھۆكۈم
concrete (adj) كونكرېت
condensation (ger) ئىخچاملىشىش
conditional conjunction (np) شەرت باغلىغۇچىسى
condition(s) (n) شارائىت
confined, be (vi) چەكلەنمەك
confirm (vt) تەستىقلا ـ (تەستىقلىماق)، مۇئەييەنلەشتۈرمەك
conformity, bring into (vpt) جور قىلماق

conjecture (n) تەخمىن
conjecture (vt) پەرەز قىلماق
conjunction (n) باغلىغۇچى
conjunctional (adj) باغلىغۇچىلىق
connected (adj) بىرتۇتاش، مۇناسىۋەتلىك
connected, be (vi) مۇناسىۋەتلەشمەك، ئۇلانماق
connected (with), be (vpi/vi) ئالاقىدار بولماق (بىلەن)، تىركىلە ـ (تىركىلىمەك) (ـ غا)
connection (with), have a (vpt) مۇناسىۋەت باغلا ـ ، باغلىماق (بىلەن)
consider (vt) ھېسابلا ـ ، ھېسابلىماق
considered,be(vpi) نەزەردە تۇتۇلماق
considered (as/to be), be (vi) ھېسابلانماق
considered essential, be (vpi) زۆرۈر تېپىلماق
consist of (vpi) تەركىب تاپماق، ئىبارەت بولماق (ـ دىن)
consistently (adv) ئىزچىل
consonant (np) ئۈزۈك تاۋۇش
conspicuous, become (vi) گەۋدىلەنمەك
constituent (adj) تەركىبدىكى
constituent vowel (np) تەشكىل قىلغان سوزۇق تاۋۇش
constitute (vpt) تەشكىل قىلماق
construct (vt) ياسا ـ ، ياسىماق
constructed, be (vi) ياسالماق
constructed of, be (vpi)

craftsman (n) ئۇستا
creed (n) مەسلەك

D

dare (vi) پېتىنماق
dative case (np) بېرىش كېلىش، يۆنىلىش كېلىش
deal (with) (vi) شۇغۇللانماق (بىلەن)
deal with (vpt) مەزمۇن قىلماق
decision (n) قارار، ھۆكۈم
decisive (adj) كەسكىن
decisiveness (n) قەتئىيلىك
decrease (vi) كېمەيمەك
decreasing degree (np) كېمەيتمە دەرىجە
dedicated to, be (vi) بېغىشلانماق
deepening conjunction (np) چوڭقۇرلاش باغلىغۇچىسى
defence (n) مۇداپىئە
definitely (int) ئەلۋەتتە
degree (n) دەرىجە
demean (vt) كەمسىندۈرمەك
demonstrate (vt) كۆرسەتمەك
demonstrative pronoun (np) كۆرسىتىش ئالمىشى
denied, be (vpi) ئىنكار قىلىنماق
denominator (n) مەخرەج
denote (vt) بىلدۈرمەك
departure (ger) ئايرىلىش
dependence (n) بېقىندىلىق، تەۋەلىك
dependent (adj) بېقىندى
dependent (on), be (vi) بېقىنماق (ـ غا)

dependent (on), make (vt) بېقىندۇرماق (ـ غا)
dependent, that which makes (n) تەۋەلىگۈچى
derive (vt) ياسا ـ ، ياسىماق
derivative word (np) ياسالما سۆز
derived, be (vi) ياسالماق
derived verb (np) ياسالما پېئىل
derived adjective (np) ياسالما سۈپەت
designate (vt) ئاتا ـ ، ئاتىماق
despair (ger) ئۈمىدسىزلىنىش
determination (n) قارار، ئىرادە
determine (vt) بەلگىلە ـ ، بەلگىلىمەك
determined, be (vi) بەلگىلەنمەك
develop (vpi) راۋاج تاپماق
developed, be (vpi) راۋاج تاپماق
devoted (to), be (vi) بېرىلمەك (ـ غا)، بېغىشلانماق
dialect (n) شېۋە
differ (vi) پەرقلەنمەك
different (adj) باشقىچە
different places, in (adv) تۇشمۇتۇشتا
differentiated, be (vi) ئايرىلماق، پەرقلەنمەك
differentiation (ger) ئايرىلىش
differentiator (n) پەرقلەندۈرگۈچى
difficulty (n) قىيىنچىلىق
digit (1-9) (np) بىرلەر خانىسى
digit/(ones, etc.) column (n) خانا

تەركىب تاپماق (ـ دىن) construction (n) قۇرۇلما
contact, make (vpt) مۇناسىۋەت باغلا ـ ، باغلىماق (بىلەن)
contain (vpt) ئۆز ئىچىگە ئالماق
content (n) سوستاۋ، مەزمۇن
context (n) كونتېكست
contingent upon each other, be (vpt) بىر ـ بىرىنى شەرت قىلماق
continuous (adj) ئىزچىل
continuously (adv) ئۈزلۈكسىز
continuousness (n) ئىزچىللىق
contrast (ger) سېلىشتۇرۇش
contrastive conjunction (np) بۇرۇلۇش باغلىغۇچىسى
coordinated with, be (vi) ماسلاشماق
copula (n) باغلامچى
correspond (vi) ماسلاشماق
correspond, cause to (vpt) جور قىلماق
corresponding (adj) مۇناسىپ
count (vt) ھېسابلا ـ ، ھېسابلىماق
countable (adj/vpartp) سانلىق، ساناشقا بولىدىغان
counted (as), be (vi) ھېسابلانماق
counting (ger) ساناش
counting measure word (np) ساناق مىقدارى
country (n) مەملىكەت
coupled (with), be (vi) تىركىلە ـ ، تىركىلمەك (ـ غا)
cover (vpt) مەزمۇن قىلماق

ئايرىش باغلىغۇچىسى
distributed, be (vi) بۆلۈنمەك
distributive numeral (np)
تەقسىم سان
divided, be (vi) بۆلۈنمەك
divided off, be (vpi)
بۆلۈنۈپ چىقماق
divisor (n) مەخرەج
document (n) ھۆججەت
domain (n) ساھە
double up (vi) جۈپلەشمەك
doubling up (ger) قاتلىنىش
dropped, be (vpi) چۈشۈپ قالماق
dual word form (np)
ئىككى سۆزلۈك شەكىل
duplication (ger) جۈپلىنىش
duration (ger) داۋاملىشىش
dynamic verb (np) ھەرىكەت پېئىلى

E

each (pron) ھەربىر
each and every (pron) ھەرقايسى
eagerness (n) تەقەززالىق
effect (n) ئۈنۈم
either ... or (conj)
بىر بولسا ... بىر بولسا
element (n) بۆلەك، تۈس، ئېلېمېنت
embarrassment (ger) ئۇڭايسىزلىنىش
embody (vt) گەۋدىلەندۈرمەك
emerge (vi/vpi)
گەۋدىلەنمەك، ھاسىل بولماق
emphasized, be (vi) تەكىتلەنمەك
emphatic conjunction (np)
تەكىتلەش باغلىغۇچىسى
emphatic degree (of adjectives)
(np) ئاشۇرما دەرىجە
enable (vpt) ئىقتىدارىغا ئىگە
قىلماق، ئىمكانىيەتكە ئىگە قىلماق
encounter (vpi) دۇچ كەلمەك (ـ غا)
end (vi) ئاخىرلاشماق
endearing degree (of the adjective)
(np) ئەركىلەتمە دەرىجە
engaged (in), be (vi)
شۇغۇللانماق (بىلەن)
ensure (vpt) تەمىن ئەتمەك
enter (vi) كىرمەك
enter (vt) كىرگۈزمەك
entire, the (pp) بويىچە
entirely (adv) تامامەن
entirety (n) پۈتۈنلۈك
entirety, in its (pp) بويىچە
entreaty mood (np) يالۋۇرۇش مەيلى
equal (adj/n) تەڭداش
equipment (n) قورال ـ سايمان
equivalence case (np)
تەڭلەشتۈرمە كېلىش
equivalent (adj/n) تەڭداش
especially (adv) مەخسۇس
essence (n) ماھىيەت
essential (for) (adj)
كېرەكلىك (ئۈچۈن)، ماھىيەتلىك
estimate (vt) پەملە ـ (پەملىمەك)،
مۆلچەرلە ـ (مۆلچەرلىمەك)
estimation (n) تەخمىن
et al. (pron) قاتارلىق

etc. (pron) قاتارلىق
etymology (n) ئېتىمولوگىيە
evenly (adv) تەكشى
every (pron) ھەرقايسى
exact (adj) ئېنىق
exactly (adv) تامامەن
example (n) مىسال
example, choose as an (vpt)
مىسال قىلىپ كۆرسەتمەك
except (vt) ئالا قويماق
except for (ppp) نەزەرگە ئالمىغاندا
exception, make an (vt) ئالا قويماق
exception, treat as an (vpt)
مۇستەسنا قىلماق
exception, without (adj)
مۇستەسناسىز
exceptional (adj) خاس (ـ غا)
excess, to (advmp) ھەددىدىن ئارتۇق
excessively, (advmp)
ھەددىدىن ئارتۇق
exchange (vt) ئالماشتۇرماق
exclamatory (adj) ئۈندەشلىك
exclusive (to) (adj) خاس (ـ غا)
execute (vt)
ئورۇنلا ـ (ئورۇنلىماق)، ئېلىپ بارماق
executed, be (vi) ئورۇنلانماق
executor (n) ئىجراچى
existence (n) بارلىق
existence, bring into (vpt)
بارلىققا كەلتۈرمەك
existence, come into (vpi)
بارلىققا كەلمەك
existence, coming into (gp)
بارلىققا كېلىش، شەكىللىنىش
expect (vt) كۈتمەك
experiment (n) سىناق
experimental aspectual stem form
(np) سىناق تۈسلۈك ئۆزەك شەكلى
expert (n) مۇتەخەسسىس، ئۇستا
explain (vpt) بايان قىلماق
explained, be (vi/vpi)
چۈشەندۈرۈلمەك، ئىزاھلانماق
explanatory conjunction (np)
ئىزاھات باغلىغۇچىسى
explicitly, express (vpt)
كونكرېت ئاتاپ ئىپادىلىمەك
express (vt)
بىلدۈرمەك، ئىپادىلە ـ (ئىپادىلىمەك)
expressed, be (vi) ئىپادىلەنمەك
expression (n) ئىبارە، ئىپادە
extend (vi) سوزۇلماق
extend (vt) ئۇزارتماق
extended (adj) سوزۇلما

F

face (vi) يۈزلەنمەك
factor (n) ئامىل
faculty (n) ئىقتىدار
faith (n) مەسلەك
far (from), be (vi) يىراقلاشماق
farewell, say (vi) خوشلاشماق
fashion (n) تەقلىد
feature (n) خۇسۇسىيەت
features (n) تۇرق
fed up with, be (vpi) بىزار بولماق

feel (vpt) هېس قىلماق
feeling (n) تۇيغۇ، سېزىم
feelings (n) هېس ـ تۇيغۇ
feminine gender (np) چىشى جىنس
field (n) دائىرە، ساھە، كەسىپ
figurative (adj) ئوبرازلىق
finish (vi) ئاخىرلاشماق
finite (adj) چەكلىك
finite form of the verb (np)
(پېئىلنىڭ) كىشىلىك شەكلى
fixed (adj) بەلگىلىك، تۇراقلىق
fixed, be (vi)
تۇراقلاشتۇرۇلماق، تۇراقلاشماق
fixed word (np) قاتما سۆز
focal (adj) نۇقتىلىق
focus (n) نۇقتا
follow on (vt) ئۇستىلەنمەك
follows, as (adv) تۆۋەندىكىچە
fondness, feeling of (np)
ئامراقلىق ھېسسىيات
foodstuff(s) (n) تائام
for (the sake of) (pp) ئۈچۈن
forgive (vt) كەچۈرمەك
form (n) شەكىل (شەكلى)
form (vt) شەكىللەندۈرمەك،
ياسا ـ (ياسىماق)
form, having the same (adj)
شەكىلداش
formality (n) رەسمىيەتچىلىك
formation (ger) شەكىللىنىش
fraction (n/np) قىسىم، كەسىر سان
fractional numeral (np) كەسىر سان
free expression to, give (vt)
جارى قىلماق
frequent (adj) دائىملىق
from (pp) باشلاپ (ـ دىن)،
تارتىپ (ـ دىن)، ئېتىبارەن (ـ دىن)
frustration (gp) جىلە بولۇش
fulfil (vt) ئورۇنلا ـ ، ئورۇنلىماق
function (n) رول، ۋەزىپە
function as (vpi) بولۇپ كەلمەك،
رول ئويناماق، ۋەزىپىسىدە كەلمەك
function word (np) يارىدەمچى سۆز
fundamentally (adv) تۈپتىن
furthermore (adv) شۇنىڭدەك
futile (adj) بىھۇدە

G

gain (vi) ئېرىشمەك (ـ غا)
gauge (n) ئۆلچەم
gender (n) جىنس
general (adj) ئومۇمىي
generality(n) ئومۇمىيەت، ئومۇميلىق
generalization (n) ئابستراكتلىق
generalize (vt)
ئابستراكتلاشتۇرماق، ئومۇملاشتۇرماق
generalizing conjunction (np)
ئومۇملاشتۇرۇش باغلىغۇچىسى
genitive case (np) ئىگىلىك كېلىش
gerund (n) ئىسىمداش
gesture (n) ئىشارەت، ئىما
get used to (vi) ئادەتلەنمەك
'غاچ' adverbial (adverbial of concurrence)(np) «غاچ»لىق رەۋىشداش
'غلى' adverbial (np) «غلى»لىق رەۋىشداش
given up, be (vpi) ۋاز كېچىلمەك
glossary (n) سۆزلۈك
go into (vi) كىرمەك
goal (n) نىشان
gradable adjective (np)
دەرىجىلىك سۈپەت
grammar (n) گراماتىكا
grammatical (adj)
گراماتىك، گراماتىكىلىق
grammatical object (n) تولدۇرغۇچى
grief (ger) ھەسرەتلىنىش
grounds (n) سەۋەب
group (n) بىرىكمە، تۈركۈم
group numeral (np) توپلۇق سان
grow (vi) ئۆسمەك
guarantee (vpt) تەمىن ئەتمەك
guess (n) تەخمىن

H

hand, on the one ... on the other hand (advp)
بىر تەرەپتىن ... يەنە بىر تەرەپتىن
happen (vi/vpi) تۇغۇلماق،
ۋۇجۇدقا كەلمەك، يۈز بەرمەك
harbour resentment (vp)
ئاداۋەت تۇتماق
hatred (ger) نەپرەتلىنىش
headed up by (pp) باشلىق
hearer (n) ئاڭلىغۇچى
hearsay statement mood (np)
ئاڭلاتما بايان مەيلى

high (adj) يۇكسەك
higher place numeral (np)
چوڭ خانىلىق سان
highlight (vt) گەۋدىلەندۈرمەك
history (n) تارىخ
homophone (n) ئاھاڭداش سۆز
homophonous (adj) ئاھاڭداش
homonym (n) ئاھاڭداش سۆز
homonymous (adj) ئاھاڭداش
homomorphous (adj) شەكىلداش
hope-polite request mood (np)
ئارزۇ ـ تەكلىپ مەيلى
humble (vt) كەمسىندۈرمەك
hundreds column (np)
يۈزلەر خانىسى
hunger (ger) ئېچىرقاش
hypothesis-objection (conditional) mood (np) پەرەز ـ قارشىلىق مەيلى

I

idea (n) پىكىر، چۈشەنچە، ئۇقۇم
idea(s) (n) ئوي ـ پىكىر
identical (adj) بىردەك
identity (n) ئوخشاقلىق
idiom (n) ئىبارە
idiomatic (adj) تۇراقلىق
imagine (vt) تەسەۋۋۇر قىلماق
imitate (vpi) تەقلىد قىلىنماق
imitation (n) تەقلىد
imitation of, be made in (vpi)
تەقلىد قىلىنماق
imitative word (n) تەقلىد

impatient (adj) قىزىققان
imperative (command-request) mood (np) بۇيرۇق ـ تەلەپ مەيلى
imperfect (state) participle (np) پۈتمىگەن ھاللىق سۈپەتداش
impersonal (adj) شەخسسىز
impersonal judgment copula (np) شەخسسىز ھۆكۈم باغلامچىسى
implement (vt) ئورۇنلا ـ ، ئورۇنلىماق
implemented, be (vi) ئورۇنلانماق
implication (n) مەزمۇن
imply (vpt/vt) مەزمۇن قىلماق، ئىشارەت قىلماق
importance, as of no (advp) ئېتىبارسىزلىق بىلەن
in (pp) [used in poetry] ئارا
in other words (paren) ئىككىنچى تۈرلۈك قىلىپ ئېيتقاندا
incidentally (advp) قوشۇمچە قىلىپ
incisiveness (n) كەسكىنلىك
inclined (towards) (adj) مايىل (ـ غا)
include (vpt) ئۆز ئىچىگە ئالماق
including (pp) قاتارلىق
incomplete copula (np) تولۇقسىز باغلامچى
incompleteness (n) تولۇقسىزلىق
inconceivable, be (vpi) ئەقىلگە سىغماسلىق
increase (vi) ھەسسىلەنمەك
increase exponentially (vt) ھەسسىلە ـ ، ھەسسىلىمەك
increased exponentially, be (vi) ھەسسىلەشتۈرۈلمەك
indefinite pronoun (np) ئېنىقسىزلىق ئالمىشى
indefiniteness (n) ئېنىقسىزلىق
independent (adj) مۇستەقىل
independent verb (np) مۇستەقىل پېئىل
independent word (np) مۇستەقىل سۆز
indicate (vt) بىلدۈرمەك، دېرەك بەرمەك، كۆرسەتمەك، ئىپادىلە ـ (ئىپادىلىمەك)، ئىزھار قىلماق، ئىشارەت قىلماق
indicate, serve to (vpt) بىلدۈرۈپ كەلمەك
indicated, be (vi) ئىپادىلەنمەك
indication (n) ئالامەت، بېشارەت
indicative mood (np) بايان مەيلى
indicator (n) كۆرسەتكۈچ
indifference (gp) پىسەنت قىلماسلىق
indifferently (adv) ئېرەنسىزلىك
indirect (adj) ۋاستىلىك
indirect statement mood (np) ۋاستىلىك بايان مەيلى
indistinct, be(come) (vi) ئېنىقسىزلا ـ ، ئېنىقسىزلىماق
individual (adj) ئايرىم، خاس
individual (n) شەخس
inevitably (adv) چوقۇم
inexperienced (adj) تەجرىبىسىز
inferred, be (vpi) پەرەز قىلىنماق
infirmity (ger) ھالسىزلىنىش

intonation (n) ئاكسېنت، تاۋۇش
intransitive verb (np) ئۆتۈمسىز پېئىل
introduce (vt) تونۇشتۇرماق، كىرگۈزمەك
introduced, be (vp) كىرگۈزۈلمەك
invitation (n) تەكلىپ
involuntarily (adv) ئىختىيارسىز
irritation (gp) جىلە بولۇش

J

join (with) (vi) بىرىكمەك (بىلەن)، كىرمەك
joined, be (vi) قوشۇلماق، ئۇلانماق
joy (ger) سۆيۈنۈش
judgment (adj) ھۆكۈملۈك
judgment (n) ھۆكۈم
judgment noun (np) ھۆكۈملۈك ئىسىم

K

keep (vt) ساقلا ـ ، ساقلىماق
kind (n) تۈر، خاراكتېر، خىل
kinds of, all (adj) خىلمۇخىل
know (vpi) خەۋەردار بولماق
knowledge (n) ئىلىم
knowledge of, have (vpi) خەۋەردار بولماق
knowledge, one's (n) سەۋىيە
known, be (vpi) مەلۇم بولماق
known as, be (vpi) دەپ تونۇلماق
knows, what one (n) سەۋىيە

inflect (vi) تۈرلەنمەك
inflected, be (vi) تۈرلەنمەك
inflection (n) تۈرلىنىش
influence (on), have an (vpt) تەسىر كۆرسەتمەك (ـ غا)
information (n) خەۋەر
informed about, be (vpi) خەۋەردار بولماق
inhabited by (vpart) ئولتۇراقلاشقان
initial (adj) بېشىدىكى
inseparable (adj) ئايرىلماس
insert (vt) كىرگۈزمەك
inserted remark (n) قىستۇرما
instigator (n) تۈرتكە بولغۇچى
instrument (n) ۋاسىتە
insufficiency (n) ئازلىق (ـ دىن)
intended, be (vpi) نىيەت قىلىنماق
intended for, be (vi) قارىتىلماق
intense (adj) كۈچلۈك
intensification (n) كۈچەيگەنلىك
intensification, feeling of (np) كۈچەيتىش ھېسسىياتى
intensified (adj) كۈچەيتمە
intensified, be (vi) كۈچەيتىلمەك
intensifier (n) كۈچەيتمە
intensify (vt) كۈچەيتمەك
intensifying (adj) كۈچەيتمە
intensity (n) كۈچەيگەنلىك
intention (n) مەقسەت، نىيەت
interrogative (adj) سوئاللىق
interrogative pronoun (np) سوئال ئالمىشى

L

label (n) بەلگە
lack (of) (n) ئازلىق (ـ دىن)، كەملىك، يوقلۇق
language (n) تىل
language and script (n) تىل ـ يېزىق
language from a different language family (np) غەيرىي تۇغقان تىل
last (vi) سوزۇلماق
law (n) قانۇن
leader (n) يېتەكچى
leader, with ... as the (pp) باشلىق
leaning (towards) (adj) مايىل (ـ غا)
learn (vpi) خەۋەردار بولماق
learning (n) ئىلىم
least, at (advmp) ئاز بولغاندا
leisurely way, in a (adv) ئالدىرىماي
level (n) دەرىجە، قاتلام
lexical (adj) لېكسىكلىق
lexicon (n) سۆزلۈك
light of, in the (pp) يارىشا (ـ غا)
like (pp) قاتارلىق، كەبى [used in poetry]
likeness (n) ئوخشاشلىق
limit (n) چەك
limitative case (np) چەك كېلىش
limited (adj) چەكلىك
limited, be (vi) چەكلەنمەك
limiting (qual) چەكلەش
linguistics (n) تىلشۇناسلىق
link (to), to (vt) باغلا ـ ، باغلىماق (بىلەن)
linked (to), be (vi) تىركىلە ـ ، تىركىلىمەك (ـ غا)
linked relationship conjunction (np) چېتىشما مۇناسىۋەت باغلىغۇچىسى
linking verb (n) باغلامچى
list (n) تىزىلما
listing relationship conjunction (np) تىزىلما مۇناسىۋەت باغلىغۇچىسى
lively (adj) جانلىق
loathing (ger) نەپرەتلىنىش
location ئورۇن
locational (qualp) ئورۇن جەھەتتىكى
locational nouns (np) ئورۇن ـ تەرەپ ئىسىملىرى
locative case (np) ئورۇن كېلىش
locative-qualitative case (np) ئورۇن ـ بەلگە كېلىش
logic (n) مەنتىق
logical (adj) لوگىك، لوگىكىلىق
long (in time) (adj) سوزۇلما
looks (n) تۇرق
lose (vi/vt) ئايرىلماق (ـ دىن)، يوقاتماق
lower place numeral (np) كىچىك خانىلىق سان
lexicon, basic (np) ئاساسىي لۇغەت فوندى

M

made, be (vi) ياسالماق
made out to be, be (vpi) قىلىپ كۆرسىتىلمەك

mainly (adv) كۆپىنچە
majority, the overwhelming (np) مۇتلەق كۆپچىلىك
make (vt) ياسا ـ ، ياسىماق
make sth. one's objective (vpt) ئوبيېكت قىلماق
manner (n) تەرز، رەۋىش
manner of, in the (pp) تەرىقىسىدە
mark (n) بەلگە
marked (adj) بەلگىلىك
masculine gender (np) ئەركەك جىنس
matching (adj) مۇناسىپ
material (n) ماتېرىيال
mean (vpt) مەنە بىلدۈرمەك
meaning (n) مەزمۇن، مەنە
meaning, with the same (adj) مەنداش
meaningful (adj) مەنىلىك
means (n) ۋاستە
means of transport (np) قاتناش قورالى
measure (n) مىقدار
measure word (n) مىقدار
measurement (n) ئۆلچەم
measuring (ger) ئۆلچەش
measuring implement (np) ئۆلچەم ئەسۋابى
measuring measure word (np) ئۆلچەم مىقدارى
meet with (vpi) دۇچ كەلمەك (ـ غا)
member (n) تەركىب
mental (adj) مەنىۋى
mental state (np) روھىي ھالەت
mentally (ppp) روھىي جەھەتتىن
mentioned, be (vpi) سۆز ئېچىلماق
merged, be (vi) قوشۇلماق
minimize (vt) كىچىكلەتمەك
minimum of effort, carry out with the (vpt) قولىنىڭ ئۇچىدىلا ئورۇنلىماق
misfortune (ger) كېلىشمەسلىك
mixed imitative word (np) ئارىلاش تەقلىد سۆز
mixture (n) قوشۇلما
mockery (n) كىنايە
modal (adjp) مەيل تۈردىكى
mode (n) شەكىل (شەكلى)
model (n) تىپ
monosyllabic (adj) بىر بوغۇملۇق
mood (n) كەيپىيات، مەيل
more or less (adv) دېگۈدەك
morphology (n) مورفولوگىيە
morpheme (n) مورفېما
most, at (the) (advmp) كۆپ بولغاندا
movement (n) ھەرىكەت
multiplication (ger) ھەسسىلەش ـ ھەسسىلىنىش
multiplied, be (vi) ھەسسىلەشتۈرۈلمەك
multiply (vi) ھەسسىلەنمەك
multiply (vt) ھەسسىلە ـ ، ھەسسىلىمەك
multi-sense (adjp) كۆپ مەنىلىك
multi-variant (adj) كۆپ ۋارىيانتلىق

ئۆملۈك دەرىجە mutual voice (np)

N

ئاتالما، نام name (n)
ئاتا ـ ، ئاتىماق name (vt)
مىللەت nation (n)
مىللەت nationality (n)
ئەلۋەتتە naturally (int)
خاراكتېر nature (n)
necessary (for) (adj) كېرەكلىك (ئۈچۈن)
هاجەتسىز necessary, not (adj)
زۆرۈرىيەت necessity (n)
necessity mood (np) زۆرۈرىيەت مەيلى
زۆرۈرىيەت، ئېھتىياج need (n)
needed(for)(adj) كېرەكلىك (ئۈچۈن)
ئىنكار قىلىنماق negated, be (vpi)
ئىنكار negation (n)
negative pronoun (np) بولۇشسىزلىق ئالمىشى
نە ... نە neither ... nor (conj)
بىتەرەپ neutral (adj)
ئىسىملىشىش nominalization (ger)
ئىسىملاشماق nominalized, be (vi)
باش كېلىش nominative case (np)
non-cognate language (np) غەيرىي تۈغقان تىل
يوق بىرنەرسە nonentity (np)
تەڭسىز non-equal (adj)
يوقلۇق non-existence (n)
non-finite verb form (np) پېئىلنىڭ تۈرغۈن سۆز شەكلى
non-gradable adjective (np) دەرىجىسىز سۈپەت
non-impeding objection adverbial modifier (np) (e.g. 'although', 'despite', 'in spite of') توسقۇنسىز قارشىلىق ھالىتى
هالسىز non-state (adj)
چەكلەنمەسلىك non-restriction (ger)
نورمال دەرىجە normal degree (np)
پەرۋا قىلماسلىق not care (vpt)
پىسەنت قىلماسلىق not caring (gp)
ئالا قويماستىن not excepting (gp)
ئۇقۇم notion (n)
ئىسىم noun (n)
ئىسىم ياسىغۇچى قوشۇمچىسى noun-formation affix (np)
ئىسىم ياسىغۇچى قوشۇمچىسى noun-derivation affix (np)
ئىسىم ـ تىركەلمە قۇرۇلمىسى noun-postposition construction (np)
ئىسىم ئالمىشى noun pronoun (np)
يېڭىلىق novelty (n)
ھازىرقى كۈندە now (advmp)
نومۇرلۇق number (adj)
سان number (n)
سان number category (np) كاتېگورىيىسى
كىشىلىك سان 'number of persons' numerals (np)
نومۇرلۇق numbered (adj)
كۆپلۈكتىكى numerable (qual)

سان numeral (n)
سان ئالمىشى numeral pronoun (np)
سان ـ مىقدار بىرىكمىسى numeral-measure word phrase (np)
سان ـ مىقدار ئالمىشى numeral-measure word pronoun (np)
سۈرەت numerator (n)
سانلىق numbered (adj)
نومۇرلۇق numeric (adj)
نومۇرلۇق بەلگە numeric symbol (np)
سانلىق numerical (adj)

O

شەيئى، ئوبيېكت object (n)
پىكىر، قارشىلىق، قاراش objection (n)
نىشان، نىيەت objective (n)
ئوبيېكتىپ مۆلچەر objective assessment (np)
ئوبيېكتىپ مۆلچەر مەيلى objective assessment mood (np)
ئېنىق obvious (adj)
قېتىم occasion (n)
كەسىپ occupation (n)
بارلىققا كەلمەك، پەيدا بولماق، تۇغۇلماق occur (vpi/vi)
بولۇپ كەلمەك، يۈز بەرمەك occur as (vpi)
بارلىققا كەلتۈرمەك occur, cause to (vpt)
occur side by side (vpi) ياندىشىپ كەلمەك
occurrence (gp/ger) بارلىققا كېلىش، شەكىللىنىش
ئەلۋەتتە of course (paren)
چۈشۈرۈپ قويماق، قىسقارتماق omit (vpt/vi)
چۈشۈپ قالماق omitted, be (vpi)
on (e.g. the subject of) (pp) توغرۇلۇق، توغرىسىدا، ھەققىدە
on the one hand ... on the other hand (advp) بىر تەرەپتىن ... يەنە بىر تەرەپتىن
one after the other (adv) ئىلگىرى ـ كېيىن
بىر ـ بىرلەپ one by one (adv)
one who carries out (sth.) (np) ئىلىپ بارغۇچى
one who executes (sth.) (np) ئىلىپ بارغۇچى
one who performs (sth.) (np) ئىلىپ بارغۇچى
بىرلەر خانىسى ones column (np)
تەقلىد سۆز onomatopoeic word (n)
ئوي ـ پىكىر opinion(s) (n)
قارىمۇقارشىلىق مۇناسىۋەت opposites, relationship of (np)
قارشىلىق opposition (n)
قارىمۇقارشى قىلىپ (بىلەن) opposition (to), in (advm)
قارشىلىق باغلىغۇچىسى opposition conjunction (np)
optative conjunction (np)

تاللاش باغلىغۇچسىسى
order [i.e. command] (n) بۇيرۇق
order [i.e. sequence] (n/np)
تەرتىپ، رەت، رەت تەرتىپ
ordinal numeral (np)
تەرتىپ سان، دەرىجە سان
organization (n) تەشكىلات
origin(n/np) ئەسل، كېلىش مەنبەسى
original (adj) ئەسلىي
original [active] voice (of verbs)
(np) ئەسلىي دەرىجە
outcome/result (n) ئاقىۋەت
outward appearance (n) تۈرق
ordinary aspect (np) ئاددىي تۈس
owner (n) تەۋەلىگۈچى، ئىگە
ownership (n) تەۋەلىك
ownership-dependent category
(np) تەۋەلىك كاتېگورىيسى

P

pain (ger) ئاغرىش
pair (vt) جۈپلەشتۈرمەك
pair up (vi) جۈپلەشمەك
paired word (np) جۈپ سۆز
paired, be (vpi) جۈپ قىلىنماق
papers (n) ھۆججەت
parenthesis (n) قىستۇرما
part (n) بۆلەك، تۈركۈم، قىسىم
part of, become (vi) كىرمەك
participation (ger) قاتنىشىش
participle (n) سۈپەتداش
particle (n) يۆكلىمە
particular (adj)
خاس (ـ غا)، كونكرېت
parts of speech(np) سۆز تۈركۈملىرى
party (n) تەرەپ
party, the other (np) قارشى تەرەپ
pass through (vpi) بېسىپ ئۆتمەك
passive voice (np) مەجھۇل دەرىجە
past tense (np) ئۆتكەن زامان
peculiar (to) (adj) خاس (ـ غا)
peculiar to itself(adjp) ئۆزىگە خاس
peculiarity (n) خۇسۇسىيەت
perceived, be (np) سېزىلمەك
perception (n) تۇيغۇ، سېزىم
perceptual (adj) ھېسسىي
perfect (vpart) پۈتكەن
perfect (state) participle (np)
پۈتكەن ھاللىق سۈپەتداش
perform (vt) ئىلىپ بارماق
performed, be (vi) ئورۇنلانماق
perfunctorily, carry out (vpt)
ئەپلەپ ـ سەپلەپ ئورۇنلىماق،
قولنىڭ ئۆچىدىلا ئورۇنلىماق
permission (n) رۇخسەت
permit (vpt) ئىختىيارىغا قويماق
permitter (np) يول قويغۇچى
person (n) شەخس
personal form of the verb (np)
پېئىلنىڭ كىشىلىك شەكلى
personal indicative copula (np)
شەخسلىك ھۆكۈم باغلامچىسى
personal pronoun (np)
شەخس ئالمىشى
phenomenon (n) ھادىسە

بولۇشلۇق ـ بولۇشسىزلىق كاتېگورىيسى
possess (vpi) ئىگە بولماق
possess, cause to (vpt) ئىگە قىلماق
possessed object (n) تەۋەلەنگۈچى
possessive case (np) ئىگىلىك كېلىشى
possessor (n)
تەۋەلىگۈچى، ئىگە، ئىگىلگۈچى
postposition (n) تىركەلمە
practically (adv) دېگۈدەك
preceding (adj) ئالدىنقى
precise (adj) ئېنىق
predicate (part of a sentence/clause
expressing what is said of the sub-
ject) (n) خەۋەر
predicatee (i.e. the subject — that
which is predicated) (np)
بايان قىلىنغۇچى
predicator (i.e. that which express-
es what is said of the subject) (np)
بايان قىلغۇچى
prefix (np) ئالدى قوشۇمچە
prepared (for/ on behalf of), be
(vi) ئاتالماق (ئۈچۈن)
present day, in the (advmp)
ھازىرقى كۈندە
pretence, in (adv) يالغاندىن
pretend (vpi) قىياپەتكە كىرىۋالماق
previous (adj) ئالدىنقى
price (n) بەدەل
primarily (adv) كۆپىنچە
primary adjective (np) تۈپ سۈپەت
principle (n) پرىنسىپ
produce (vpt)
phonetic (adj) فونېتىكىلىق
phonetic change (np)
فونېتىكىلىق ئۆزگىرىش
phonetic harmonization, law of
(np) تاۋۇشلارنىڭ ماسلىشىش قانۇنى
phrase (n/np)
بىرىكمە، سۆز بىرىكمىسى، ئىبارە
physiological (adj) فىزىئولوگىيىلىك
place (n) ماكان، نۇقتا، ئورۇن
place (vt) كەلتۈرمەك
plant (n) ئۆسۈملۈك
play the role of (vpt) رول ئوينىماق
pleasure (n) ياقتۇرۇش
plural (n) كۆپلۈك
point (n) نۇقتا
point of termination (np)
ئاخىرقى چېكىت
point out (vt)
كۆرسەتمەك، كۆرسىتىپ بەرمەك
pointed out, be (vi) كۆرسىتىلمەك
pointed out by name, be (vpi)
ئاتاپ كۆرسىتىلمەك
pointed question relationship (np)
قارىتىلمىلىق مۇناسىۋەت
polysyllabic (adj) كۆپ بوغۇملۇق
portion (n) بۆلەك
position (n) ئورۇن
position, be in a certain (vpi)
ئورۇندا تۇرماق
positive (adj) بولۇشلۇق
positive [original] degree (of ad-
jectives) (np) ئەسلىي دەرىجە
positive-negative category (np)

كىرگۈزمەك put (vt)

Q

لاياقەتلىك qualified (adj)
ئېنىقلانماق qualified, be (vi)
ئېنىقلانغۇچى qualified word (n)
ئېنىقلىغۇچى qualifier (n)
ئېنىقلىغۇچى كاتېگورىيىسى qualifier category (np)
ئېنىقلا ـ ، ئېنىقلىماق qualify (vt)
بەلگە، خاراكتېر، سۈپەت، سۈپەت ـ ساپا quality (n)
باش قاتماق quandary, be in a (vpi)
سان، مىقدار quantity (n)

R

باقماق raise (vt)
تاسادىپىيلىق randomness (n)
دائىرە range (n)
دەرىجە rank (n)
قاتار rank(s) (n)
نىسبەت ratio (n)
مۇۋاپىق rational (adj)
ئەمەلىي real (adj)
ساھە realm (n)
باقماق rear (vt)
سەۋەب reason (n)
سەۋەپ باغلىغۇچىسى reason conjunction (np)
ئەقىلگە مۇۋاپىق، مۇۋاپىق reasonable (adjp/adj)
ئەسلەتمەك recall, cause to (vt)

ئەسكە ئېلىنماق recalled, be (vpi)
ھۆججەت receipt (n)
قوبۇل قىلغۇچى شەيئى receiver [of an action] (np)
قوبۇل قىلغۇچى شەيئى recipient [of an action] (np)
ئۆزلۈك دەرىجە reciprocal voice (np)
پەملە ـ (پەملىمەك)، مۆلچەرلە ـ (مۆلچەرلىمەك)، ھېسابلا ـ (ھېسابلىماق) reckon (vt)
ھېسابلانماق reckoned(to be), be(vi)
ھېسابلاش reckoning (gp)
ئېتىراپ قىلىنماق recognized, be (vpi)
ئىخچاملاشتۇرماق reduce (vt)
جۈپلىنىش reduplication (ger)
سىپايە تۈر refined (polite) type (np)
ئىنكاس قىلماق reflect (vpt)
ئۆزلۈك ئالمىشى reflexive pronoun (np)
ئۆزلۈك دەرىجە reflexive voice (np)
قارىتا (ـ غا) regard to, with (pp)
ئېتىبارسىزلىق بىلەن regarded, as not highly (advp)
پۇشايمان، ئەپسۇسلىنىش، ئۆكۈنۈش regret (n/ger)
ئەپسۇس مەيلى regret mood (np)
دائىملىق regular (adj)
ئېچىنىش regret (ger)
بەلگىلە ـ ، بەلگىلىمەك regulate (vt)
ئالاقىدار، بىرتۇتاش، مۇناسىۋەتلىك related (adj)
ئالاقىدار (بىلەن)، مۇناسىۋەتلىك related (to) (pp)

ئائىت (ـ غا)، دائىر (ـ غا) related (to), be (vpi/vi)
بولماق (بىلەن)، مۇناسىۋەتلەشمەك
ئائىت (ـ غا)، دائىر (ـ غا)، قارىتا (ـ غا)، ھەققىدە، ھەققەدە relating to (pp)
نىسبەتەن (ـ غا) relation (to), in (pp)
مۇناسىۋەت relationship (n)
قارىمۇقارشىلىق مۇناسىۋەت relationship of opposites (np)
نىسپىي relative (adj)
بىرقەدەر relatively (adv)
نىسپىيلىك relativity (n)
ئالاقىدار (بىلەن)، مۇناسىۋەتلىك relevant (to) (adj)
ئەسكە ئېلىنماق remembered, be (vpi)
ئەسلەتمەك remind (vt)
ئېچىنىش remorse (ger)
ۋاز كېچىلمەك renounced, be (vpi)
تەكرارلا ـ ، تەكرارلىماق repeat (vt)
تەكرارلانماق repeated, be (vi)
تەكرارلانما شەكلى repeated form (of adjective) (np)
تەكرار تەقلىد سۆز repeated imitative word (np)
تەكرارلاش repetition (ger)
represent (vpi)
ۋەكىللىك قىلماق (ـ غا)
بىلدۈرمەك represent (vt)
ۋەكىل representative (n)
ۋەكىللىك قىلغۇچى representation (np)
represented as, be (vpi)

ھاسىل قىلماق، ياسا ـ (ياسىماق) produced, be (vpi)
ھاسىل بولماق، ياسالماق
ئۈنۈملۈك productive (adj)
كەسىپ profession (n)
ئىلگىرىلەش باغلىغۇچىسى progressive conjunction (np)
ئۇزارتماق prolong (vt)
ئالماش سان pronominal numeral (np)
ئالماشلاشتۇرماق(vt) pronominalize
ئالماشلاشتۇرۇلماق pronominalized, be (vi)
ئالماشلاشما pronominally, use (vpt)
ئالماشلاشتۇرۇپ قوللانماق
ئالماش pronoun (n)
تەلەپپۇز قىلىنماق pronounced, be (vpi)
تاۋۇش، تەلەپپۇز pronunciation (n)
خاس مىقدار proper measure word (np)
خاس ئىسىم proper noun (np)
خۇسۇسىيەت property (n)
نىسبەت proportion (n)
نىسبەت قىلىنماق (ـ غا) proportion (to), be in (vpi)
مۇداپىئە protection (n)
ئېتىراز بىلدۈرۈش protest, making a (ger)
ئىسپاتلا ـ ، ئىسپاتلىماق prove (vt)
مەقسەت purpose (n)
قوغلاشماق pursue (vt)

قىياپەتكە كىرگۈزۈلمەك represents, that which (np)
ۋەكىللىك قىلغۇچى reprimanding (ger) جېمىلەش
request (ger) ئۇندەش
require (vpt) تەلەپ قىلماق
requirement (n) ئېھتىياج
research (n) تەتقىقات
resign oneself (vpi) تەن بەرمەك
resistance (n) قارشىلىق
resoluteness (n) كەسكىنلىك
resolution (n) قارار
resonance (n) جاراڭلىق
respect to, with (pp) جەھەتتىن، نىسبەتەن (ـغا)
respectful type (np) ھۆرمەت تۈرى
respective (pron) ھەربىر
respectively (advp) ئايرىم ـ ئايرىم ھالدا
restore to an original state (vpt) ئەسلىگە كەلتۈرمەك
restricted, be (vi) چەكلەنمەك
restriction (n) چەكلىمە
result (n) نەتىجە
result, as a (part) نەتىجىدە
result conjunction (np) نەتىجە باغلىغۇچىسى
retain (vt) ساقلا ـ ، ساقلىماق
reveal (vpt) ئىزھار قىلماق
revise (vt) تەكرارلا ـ ، تەكرارلىماق
ridicule (gp) مەسخىرە قىلىش
rise to, give (vpt) پەيدا قىلماق، قوزغا ـ (قوزغىماق)
risk, take a (vpt) تەۋەككۇل قىلماق
role (n) رول، ۋەزىپە
role-shifted measure word (np) كۆچمە مىقدار
root (n) تومۇر، يىلتىز
root verbs (np) تۈپ پېئىل
root word (np) تۈپ سۆز
root, words having the same (np) يىلتىزداش سۆزلەر
rule (n) بەلگىلىمە، قائىدە

S

same, the (adj) بىردەك
same time, at the (adv) بىللە
"same type" relationship (np) تۈرداشلىق مۇناسىۋەت
satire (n) كىنايە
satisfied (with), be (vpt) قانائەت قىلماق (ـغا)
say, that is to (part) دېمەك
schematize (vt) سخېمىلاشتۇرماق
scholarship (n) ئىلىم
scholarly (adj) ئىلمىي
science (n) ئىلىم
scientific (adj) ئىلمىي
scope (n) دائىرە
searched for, be (vi) ئىزدەلمەك
section (n) بۆلەك
seek (vt) قوغلاشماق
segment (n) بۆلەك
semantic (adj/qualp) سېمانتىكىلىق، مەنە جەھەتتىكى
semi- (adj) نىسپىي
sense (n) تۇيغۇ، مەنە
sense of, indicate the (vt) مەنە بىلدۈرمەك
sensed, be (vi) سېزىلمەك
sentence (n) جۈملە
sentence element(np) جۈملە بۆلىكى
separate (adj) ئايرىم
separate into types (vpt) تۈرگە ئايرىماق
separated off, be (vpi) بۆلۈنۈپ چىقماق
separation (ger) ئايرىلىش
sequence (n/np) تەرتىپ، رەت، رەت تەرتىپ
sequential (qual) تەرتىپدىكى
'سېرى' adverbial (np) «سېرى» رەۋىشداش
serve as (vpi) بولۇپ كەلمەك، ۋەزىپىسىدە كەلمەك
serve to (vpt) رول ئويناتماق
set (n) يۈرۈش
set, be (vi) تۇراقلاشماق
several (num) بىرنەچچە
shame (ger) ئىزا تارتىش
shape (vt) شەكىللەندۈرمەك
shared (adj) ئورتاق
sharer, be a (vpi) ئورتاق بولماق
shift (vi) كۆچمەك
short, in (paren) قىسقىسى
shortage (of) (n) ئازلىق (ـدىن)

shortened, be (vi) قىسقارتىلماق
show (vt/vpt) بىلدۈرمەك، كۆرسەتمەك، نامايان قىلماق
show off (vi) گەۋدىلەنمەك
shown, be (vp) كۆرسىتىلمەك
side (n) تەرەپ
side, the other (np) قارشى تەرەپ
sides, on all (adv) تۆشمۇتۆشتا
sight, appears at first (advm) قارىماقتا
sign (n) ئالامەت، بەلگە، بېشارەت، ئىشارەت، ئىما
sign, outward (np) تاشقى بەلگە
significance (n) مەنە
signified, to be (vpi) بەلگە قىلىنماق
signify (vt/vpt) بىلدۈرمەك، ئىمانى بىلدۈرمەك
similarity (n) ئوخشاشلىق، ئورتاقلىق
similitude case (np) ئوخشاتما كېلىش
simple numeral (np) ئاددىي سان
simple past tense (np) ئاددىي ئۆتكەن زامان
simplification (ger) ئىخچاملىشىش
simultaneous relationship (np) بىللىلىك مۇناسىۋىتى
since (pp) بۇيانقى (ـدىن)، ئېتىبارەن (ـدىن)
single (adj) تاق، يالغۇز
single imitative word (np) تاق تەقلىد سۆز
single out (by pointing) (vpt)

singular (adj) بىرلىك
situation (n) ۋەزىيەت
small amount(of)(n) ئازلىق (ـ دىن)
small group (n) گۇرۇپپا
soften (vt) يۇمشاتماق
some (num) بىرنەچچە
sometimes (pron) بەزەن
sought, be (vi) ئىزدەلمەك
sound (n) تاۋۇش
source (n) مەنبە
speaker (n) سۆزلىگۈچى
speaking (n) نۇتۇق
specialist (n) مۇتەخەسسىس
specialization (n) كەسىپ
specific (adj) كونكرېت
specific, to be (paren) كونكرېت قىلىپ ئېيتقاندا
specifically (adv) مەخسۇس
speech (n) نۇتۇق
speed (n) تېزلىك
special (to) (adj/adjp) خاس (ـغا)، ئۆزىگە خاس
special feature (n) ئالاھىدىلىك
specific (adj) خاس، بەلگىلىك، ئايرىم
special (adj) باشقىچە
spend (vpt) سەرپ قىلماق
sphere (n) ساھە
spiritual (n) مەنىۋى
spoken about, person or object that is being (n) سۆزلەنگۈچى
stability (n) تۇراقچانلىق
stand out, cause to (vt) گەۋدىلەندۈرمەك
standard (n) ئۆلچەم
standpoint (n) نۇقتا
start to finish, from (adv) باشتىن ـ ئاخىر
start (n) باشلانما
start (vi) باشلانماق
starting from (pp) باشلاپ (ـ دىن)، تارتىپ (ـ دىن)، ئېتىبارەن (ـ دىن)
startled, be vi) چۆچۈمەك
starvation (ger) ئېچىرقاش
state (n) تەرز، ھال، ھالەت
state stem forms (i.e. perfect, imperfect,continuous, intention) (np) ھاللىق ئۆزەك شەكىللىرى
statement mood (np) بايان مەيلى
state-tense stem forms (np) ھال ـ زامان ئۆزەك شەكىللىرى
stative verb (np) ھالەت پېئىلى
status (n) ئورۇن
status, be in a certain (vpi) ئورۇندا تۇرماق
status of, in the (pp) سۈپىتىدە
stem (n) ئۆزەك
stipulation (n) بەلگىلىمە
strengthen (vi) كۈچەيمەك
strengthen (vt) كۈچەيتمەك
structure (n) تۈزۈلۈش، قۇرۇلما
study (n) تەتقىقات
style (n) ئەندىزە، شەكىل (شەكلى)
stylistic (adj) ئۈستىلىستىكىلىق
subject (n) سۈبيېكت، كەسىپ، ئىگە
subject (to), be (vi) ئۇچرا ـ ، ئۇچرىماق (ـغا)
subject matter of the sentence (np) جۈملىدىكى ئىش
subject, without a (adj) ئىگىسىز
subjective (adj) سۈبيېكتىپ
subjective assessment (np) سۈبيېكتىپ مۆلچەر
subjective assessment mood (np) سۈبيېكتىپ مۆلچەر مەيلى
subjectless (adj) ئىگىسىز
subordinate (adj) بېقىندى
subordinate clause (np) بېقىندى جۈملە
subordinate relationship (np) بېقىندىلىق مۇناسىۋەت
subordinate (to) (vt) بېقىندۇرماق (ـ غا)
subordinate (to), be (vi) بېقىنماق (ـ غا)
subordinating conjunction (np) ئەگەشتۈرمە باغلىغۇچىسى
subordination (n) بېقىندىلىق
substance(n) جىسىم، ماددا، مەزمۇن
substantive verb form (np) پېئىلنىڭ تۈرغۇن سۆز شەكلى
substantive word (np) تۇرغۇن سۆز
subtle (adj) نازۇك
succeed (vi) ئۈستىلەنمەك
successive (adj) ئۈستىلمە
successively (adv) ئىلگىرى ـ كېيىن
such as (pp) قاتارلىق
sudden, all of a (adv) بىراقلا

suddenness (n) تۇيۇقسىزلىق
suddenly (adv) بىردىنلا
suffer hardship (vpi) جاپا چەكمەك
sufficient, make (vpt) قانائەت قىلماق (ـ غا)
suffix (np) (ئارقا) قوشۇمچە
suggestion (n) مەسلىھەت
suitable (adj) مۇۋاپىق
suitable (for), be (vi) مۇۋاپىقلاشماق (بىلەن)
sum (n) ھېساب
sum up, to (paren) قىسقىسى
summarizing conjunction (np) يەكۈن باغلىغۇچىسى
summons (n) چاقىرىق
superficially (advm) قارىماقتا
supplementing conjunction (np) تولۇقلاش باغلىغۇچىسى
surmise (vt) پەرەز قىلماق
surprise (gp) ھەيران قىلىش
surprised, be (vi) ئەجەبلەنمەك
switch (vi) كۆچمەك
syllable (n) بوغۇم
symbol (n) بەلگە
synonymous (adj) مەنداش، مەنداشلىق
synonymous relationship (np) مەنداشلىق مۇناسىۋەت
synonymously (adv) مەنداش
syntax (n) سىنتاكسىس
synthetic (adj) سىنتېتىك
system (n) سىستېما

T

table (n) جەدۋەل
take (vpt) قوبۇل قىلماق
talk (about) (vi) توختالماق (ھەقتە)
talked (about), be (vpi) سۆز بولماق (ئۇستىدە)
target (n) نىشان، ئوبيېكت
task (n) ۋەزىپە
task, carry out a/perform a (vpt) ۋەزىپە ئۆتە ـ ، ئۆتىمەك
taste and smell (n) تەم ـ پۇراق
taunt (gp) مازاق قىلىش
tauntingly(advp) مازاق قىلغان تەرزدە
temporal (qualp) ۋاقىت جەھەتتىكى
temporarily (adv) ھازىرچە
temporary (adj) ۋاقىتلىق
tendency (n) مايىللىق
tens column, the (np) ئونلار خانىسى
tense (n) زامان
term (n) ئاتالغۇ
terminological (adj) ئاتالغۇلۇق
terms (n) سۆز ـ ئىبارىلەر
territory (n) تېرىتورىيە
test (n) سىناق
than (pp) قارىغاندا (ـ غا)
that is to say (part) دېمەك
therefore (conjp) شۇنىڭ ئۈچۈن
thing (n) بۇيۇم، شەيئى
thoughtlessly (adv) ئېھتىياتسىزلىك
thought(s) (n) ئوي ـ پىكىر
through (pp) ئارقىلىق
throughout (pp) بويىچە
time, for a long (adv) ئۇزاق
time(s), (number of) (n) قېتىم
tiredness(ger/n) چارچاش، ھارغىنلىق
title (n) ئاتالما، نام
to (pp) قەدەر (ـ غا)
together (adv) بىللە
togetherness (n) بىللىلىك
tolerate (vpt) ئىختىيارىغا قويماق
tone (n) ئۇران
tongue (n) تىل
tools (n) قورال ـ سايمان
top, on (adv) ئۈستىلەپ
trait (n) خۇسۇسىيەت
transfer (vi) كۆچمەك
transferred (to), be (vi) يۆتكەلمەك (ـ غا)
transitive verb (np) ئۆتۈملۈك پېئىل
trial (n) سىناق
triviality (n) ئەھمىيەتسىزلىك
true (adj) ئەمەلىي
Turkic (adj) تۈركىي
Turkologist (n) تۈركولوگ
turn into (vi) ئايلانماق
turn to(wards) (vi) يۈزلەنمەك
turns, take (vi) نۆۋەتلەشمەك
type (n) تۈر، تىپ
typical (adj) تىپىك

U

unchangeability (n) تۇراقچانلىق
unclear (adj) ئېنىقسىز
uncomprehending (advm) چۈشەنمەي
unconcernedly (adv) ئېھتىياتسىزلىك
uncountable (vpartp) ساناشقا بولمايدىغان
undecided, be (vpi) بىر قارارغا كېلەلمەسلىك
underdiscussion, be (vpi) سۆز بولماق (ئۇستىدە)
undergo (vi) ئۇچرا ـ ، ئۇچرىماق (ـ غا)
understood as, be (vpi) تونۇلماق
undertake (vpt) ئۈستىگە ئالماق
unequal (adj) تەڭسىز
unexpectedness (n) تۇيۇقسىزلىق
unhurriedly (adv) ئالدىرىماي
unimaginable, be (vpi) ئەقلگە سىغماسلىق
uninterruptedly (adv) ئۈزلۈكسىز
unit (n) بىرلىك (n)
unique (adjp) ئۆزىگە خاس
unique (to) (adj) خاس (ـ غا)
uniqueness (n) خاسلىق
universal (adj) ئومۇمىي
universality (n) ئومۇمىيەت، ئومۇمىيلىق
universalize (vt) ئومۇملاشتۇرماق
universally (adv) ئومۇملاشتۇرۇپ
unnecessary (adj) ھاجەتسىز
unproductive (adj) ئۈنۈمسىز
unreasonable (be) ئەقلگە سىغماسلىق
unrestricted(ly) (adj/adv) چەكلىمسىز
until (pp) قەدەر (ـ غا)
unusual (adj) باشقىچە
unvoiced (adj) جاراڭسىز
urgency (ger) جىددىيلىشىش
use (n) رول
use (of), make (vi) پايدىلانماق
used, be (vi) قوللىنىلماق
used to, get (vi) ئادەتلەنمەك
useful (for) (adj) كېرەكلىك (ئۈچۈن)

V

vain, in (adj/adv) بىھۇدە
variant (n) ۋاريىانت
variety (n) تۈر
various (adj) تۈرلۈك
vehicle (np) قاتناش قورالى
verb (n) پېئىل
verb of intention (np) مەقسەت پېئىل
various (adj) خىلمۇخىل
verbal (adj) پېئىللىق
verbal adjective (n) سۈپەتداش
verbal noun (n) ئىسىمداش
verify (vt) تەستىقلا ـ ، تەستىقلىماق
vessel (n) قاچا
via (pp) ئارقىلىق
view (n) قاراش
viewpoint (n) قاراش
virtually (adv) دېگۈدەك
vivid (adj) ئوبرازلىق
vocabulary (np/n) ئاساسىي لۇغەت

فوندى، سۆزلۈك، لۇغەت فوندى
vocation (n) كەسىپ
vocative (n) قاراتما
voice (n) دەرىجە
voice category (np) دەرىجە كاتېگورىيسى
voiced (adj) جاراڭلىق
voicedness (n) جاراڭلىق
voiceless (adj) جاراڭسىز
voicelessness (n) جاراڭسىزلىق
vowel (np) سوزۇق تاۋۇش

W

warn (vt) ئاگاھلاندۇرۇش
way (n) تەرز، تەقلىد، رەۋىش
way, by the (paren) قوشۇمچە قىلىپ
way, in the same (adv) تەڭداش
weaken (vt) ئاجىزلاتماق
weaken (vi) ئاجىزلاشماق
weakening (ger) ئاجىزلاشقانلىق
weakness (ger) ھالسىزلىنىش
whole (n) پۈتۈنلۈك، گەۋدە
whole, the (pp) بويىچە
whole numeral (np) پۈتۈن سان
will (n) ئىرادە
wish mood (np) ئارمان مەيلى
without limit (adj) چەكلىمسىز
without restriction (adj/adv) چەكلىمسىز
word (n) سۆز
word classes (np) سۆز تۈركۈملىرى
word,(pertaining to a)(adj) سۆزلۈك
word root (np) سۆز يىلتىزى، سۆزنىڭ تومۇرى
word structure (gp) سۆزنىڭ تۈزۈلۈشى
word-formation affix (np) سۆز ياسىغۇچى قوشۇمچە
word-derivation affix/suffix (np) سۆز ياسىغۇچى قوشۇمچە
word-inflection suffix (np) سۆز تۈرلىگۈچى قوشۇمچە
words and expressions (n) سۆز ـ ئىبارىلەر
work out (vt) بىلىۋالماق
worship (vt) چوقۇنماق (ـ غا)
worthy (adj) مۇناسىپ
written pledge (n) ھۆججەت

Z

zero (Ø) (n) نۆل

ئا

simple numeral (np) ئاددىي سان
simple past tense (np) ئاددىي ئۆتكەن زامان
in (pp) [used in poetry] ئارا
hope-polite request mood (np) ئارزۇ ـ تەلەپ مەيلى
suffix (n) ئارقا قوشۇمچە
by (means of) by way of/through/via (pp) ئارقىلىق
wish mood (np) ئارمان مەيلى
mixed imitative word (np) ئارىلاش تەقلىد سۆز
at least (advmp) ئاز بولغاندا
be about to/be almost (vpi) ئاز قالماق
insufficiency/lack(of)/shortage(of)/small amount(of)(n) ئازلىق (ـ دىن)
adverbial modifier of basis (np) ئاساس ھالىتى
make (sth.) the basis/have (sth) as a basis (vpt) ئاساس قىلماق
be the basis (vpi) ئاساس بولماق
almost/basically/chiefly (adv) ئاساسەن
according to/based on/on the basis of (pp) ئاساسەن (ـ غا)
basic lexicon/vocabulary (np) ئاساسىي لۇغەت فوندى
emphatic degree (of adjectives) (np) ئاشۇرما دەرىجە
pain (ger) ئاغرىش
outcome/result (n) ئاقىۋەت
'ئا' adverbial (np) «ئا»لىق رەۋىشداش
abstract (adj) ئابستراكت
abstract/abstractualize/generalize (vt) ئابستراكتلاشتۇرماق
abstraction/abstractivity/generalization (n) ئابستراكتلىق
call/designate /name (vt) ئاتاـ ، ئاتىماق
be pointed out by name (vpi) ئاتاپ كۆرسىتىلمەك
type of address (np) ئاتاش تۈرى
term (n) ئاتالغۇ
terminological (adj) ئاتالغۇلۇق
name/title (n) ئاتالما
be prepared (for/on behalf of) (vi) ئاتالماق (ئۈچۈن)
break down (into) (vt) ئاجراتماق (ـ غا)
be distinguished (vi) ئاجرىتىلماق
weakening (ger) ئاجىزلاشقانلىق
weaken (vt) ئاجىزلاتماق
weaken (vi) ئاجىزلاشماق
point of termination (np) ئاخىرقى چېكىت
end/finish (vi) ئاخىرلاشماق
harbour resentment (vpt) ئاداۋەت تۇتماق
become accustomed to/get used to (vi) ئادەتلەنمەك
common type (np) ئاددىي تۈر
ordinary aspect (np) ئاددىي تۈس

ئاكسېنت intonation (np)
ئاگاھلاندۇرۇش warn (vt)
ئاڭلاتما بايان مەيلى hearsay statement mood (np)
ئاڭلاتماق communicate (vt)
ئاڭلانماق be communicated (vi)
ئاڭلىغۇچى hearer (n)
ئالا قويماستىن not excepting (gp)
ئالا قويماق except/ make an exception (vpt)
ئالاقىدار (بىلەن) related/ relevant (to) (adj)
ئالاقىدار بولماق (بىلەن) be connected (with)/be related (to) (vpi)
ئالامەت indication/sign (n)
ئالاھىدىلىك characteristic/ special feature (n)
ئالدى قوشۇمچە prefix (np)
ئالدىرىماي in a leisurely way/ unhurriedly (adv)
ئالدىنقى preceding/previous (adj)
ئالماش pronoun (n)
ئالماش سان pronominal numeral (np)
ئالماشتۇرماق change/exchange/ pronominalize (vt)
ئالماشلاشماق be pronominalized (vi)
ئالماشلاشتۇرماق pronominalize (vt)
ئالماشلاشتۇرۇپ قوللانماق use pronominally (vpt)
ئاللىقاچان already (adv)
ئامراقلىق ھېسسىيات feeling of fondness (np)
ئامىل factor (n)
ئانالىتىك كېلىش analytic case (np)
ئاھاڭداش homonymous/ homophonous (adj)
ئاھاڭداش سۆز homonym/ homophone (np)
ئاۋارە بولماق be bothered (vpi)
ئائىت (ـغا) about/concerning/ related (to)/relating (to) (pp)
ئايدىڭلاشتۇرماق clarify/ make clear(er) (vt)
ئايرىپ كۆرسەتمەك single out (by pointing) (vpt)
ئايرىش باغلىغۇچىسى distinguishing conjunction (np)
ئايرىلماس inseparable (adj)
ئايرىلماق (ـدىن) lose (vi)
ئايرىلماق be differentiated/ distinguished (vi)
ئايرىلىش departure/separation; differentiation (ger)
ئايرىم individual/separate/ specific (adj)
ئايرىم-ئايرىم ھالدا respectively (advp)
ئايلانماق become/change into/ turn into (vi)

ئە

ئەپسۇسلىنىش regret (ger)
ئەپسۇس مەيلى regret mood (np)
ئەپلەپ-سەپلەپ ئورۇنلىماق carry out perfunctorily (vpt)
ئەجەبلەنمەك be astonished/ be surprised (vi)
ئەركەك جىنس masculine gender (np)
ئەركىلەتمە دەرىجە endearing degree (of the adjective) (np)
ئەسكە ئېلىنماق come to mind/ be recalled/be remembered (vpi)
ئەسلەتمەك cause to recall/ remind (vt)
ئەسلىگە كەلتۈرمەك restore to an original state (vpt)
ئەسلىي original (adj); origin (n)
ئەسلىي دەرىجە original [active] voice (of verbs); positive [original] degree (of adjectives) (np)
ئەقىلگە سىغماسلىق be inconceivable/be unimaginable/be unreasonable (vpi)
ئەقىلگە مۇۋاپىق reasonable (adjp)
ئەگەشتۈرمە باغلىغۇچىسى subordinating conjunction (np)
ئەلۋەتتە certainly/definitely/ naturally/of course (paren)
ئەمەلىي actual/real/true (adj)
ئەندىزە style (n)
ئەنسىرەش مەيلى anxiety mood (np)
ئەھمىيەتسىزلىك triviality (n)
ئەينەن accurately (adv)

ب

بارلىق being/existence (n)

بارلىققا كەلمەك come into existence/ occur (vpi)
بارلىققا كەلتۈرمەك bring into existence/cause to appear/cause to occur (vpt)
بارلىققا كېلىش coming into existence/occurrence (gp)
باش قاتماق be in a quandary (vpi)
باش كېلىش nominative case (np)
باشتىن-ئاخىر from beginning to end/from start to finish (adv)
باشقىچە abnormal/different/ special/unusual (adj)
باشلاپ (ـدىن) from/starting from (pp)
باشلانما beginning/commencement/start (n)
باشلانماق begin/start (vi)
باشلىق headed up by/ with ... as the leader (pp)
باغلامچى copula/linking verb (n)
باغلىغۇچى conjunction (n)
باغلىغۇچلىق conjunctional (adj)
باغلا-، باغلىماق (بىلەن) link (to) (vt)
باقماق raise/rear (vt)
بايان مەيلى indicative mood/ statement mood (np)
بايان قىلغۇچى predicator (i.e. that which expresses what is said of the subject) (np)

بایان قىلماق discuss/explain (vpt)
بایان قىلىنغۇچى predicatee (i.e. the subject)/that which is predicated(np)
بەدەل price (n)
بەزمەن sometimes (pron)
بەلگە label/mark/sign/ symbol/quality (n)
بەلگە قىلىنماق be signified (vpi)
بەلگىلە-، بەلگىلىمەك determine/ regulate (vt)
بەلگىلەنمەك be determined (vi)
بەلگىلەش ئالمىشى comprehensive (definitive) pronoun (np)
بەلگىلىك fixed; marked/ specific (adj)
بەلگىلىمە rule/stipulation (n)
بوغۇم syllable (n)
بولۇپ كەلمەك act as/function as/ occur as/serve as (vpi)
بولۇشسىزلىق ئالمىشى negative pronoun (np)
بولۇشلۇق positive (adj)
بولۇشلۇق-بولۇشسىزلىق كاتېگورىيىسى positive-negative category (np)
بويىچە according to (pp); in its entirety/throughout/the entire/the whole (pp)
بۇرۇلۇش باغلىغۇچىسى contrastive conjunction (np)
بۇيانقى since (adj)
بۇيرۇق command/order (n)
بۇيرۇق-تەلەپ مەيلى imperative (command-request) mood (np)
بۇيۇم article/thing (n)
بۆلەك component/element/part/ portion/section/segment (n)
بۆلۈنمەك be distributed/be divided (vi)
بۆلۈنۈپ چىقماق be divided off/ be separated off (vpi)
بېرىش كېلىش dative case/ directional case (np)
بېرىلمەك (-غا) be devoted (to) (vi)
بېسىپ ئۆتمەك pass through (vpi)
بېشارەت indication/sign (n)
بېشىدىكى initial (adj)
بېغىشلانماق be dedicated to/ be devoted to (vi)
بېقىندۇرماق (-غا) make dependent (on)/subordinate (to) (vt)
بېقىندى dependent/ subordinate (adj)
بېقىندى جۈملە subordinate clause (np)
بېقىندىلىق dependence/ subordination (n)
بېقىندىلىق مۇناسىۋەت subordinate relationship (np)
بېقىنماق (-غا) be dependent (on)/ be subordinate (to) (vi)
بىتەرەپ neutral (adj)

بىر بوغۇملۇق monosyllabic (adj)
بىر بولسا ... بىر بولسا either ... or (conj)
بىر تەرەپتىن ... يەنە بىر تەرەپتىن on the one hand ... on the other hand (advp)
بىر قارارغا كېلەلمەسلىك be undecided (vpi)
بىراقلا all of a sudden (adv)
بىر-بىرلەپ one by one (adv)
بىر-بىرىنى شەرت قىلماق be contingent upon each other (vpt)
بىرتۇتاش connected/related (adj)
بىردەك identical/the same (adj)
بىردىنلا suddenly (adv)
بىرقەدەر comparatively/ relatively (adv)
بىرلەر خانىسى digit (1-9)/the ones column (np)
بىرلەشتۈرۈلمەك be combined (vi)
بىرلەشمە مۇناسىۋەت باغلىغۇچىسى com-bined relationship conjunction(np)
بىرلىك (adj) singular (adj)
بىرلىك (n) unit (n)
بىرنەچچە several/some (num)
بىرىكتۈرۈلمەك be combined (vi)
بىرىككەن سۆز compound word (np)
بىرىكمە compound/group/ phrase (n)
بىرىكمە سۆز compound word (np)
بىرىكمەك (بىلەن) amalgamate/ combine/join (with) (vi)
بىرىكىش combination (ger)
بىزار بولماق be fed up with/ disgusted with (gp)
بىزارلىق disgusted (adj)
بىلدۈرمەك denote/express/indicate/ represent/show/signify (vt)
بىلدۈرۈپ كەلمەك serve to indicate (vpt)
بىللە at the same time/ together (adv)
بىللىلىك togetherness (n)
بىللىلىك مۇناسىۋىتى simultaneous relationship (np)
بىلىۋالماق discover (for oneself)/ work out (vt)
بىنائەن (-غا) according to (pp)
بىھۇدە in vain/futile (adj)
بىۋاستە direct (adj)

پ

پايدىلانماق make use (of)/take advantage (of) (vi)
پايدىلىق beneficial (adj)
پەرەز قىلماق conjecture/surmise (vt)
پەرەز قىلىنماق be inferred (vpi)
پەرەز-قارشىلىق مەيلى hypothesis-objection (conditional) mood (np)
پەرقلەنمەك differ/be differentiated (vi)
پەرقلەندۈرگۈچى differentiator/ distinguisher/that which distinguishes (n)

پەرۋا قىلماسلىق not care/pay no attention to (vpt)
پەملە ـ ، پەملىمەك estimate/ reckon (vt)
پەيدا بولماق (vpi) appear/arise/occur
پەيدا قىلماق give rise to (vpt)
پرىنسىپ principle (n)
پۇشايمان regret (n)
پۇتكەن perfect (vpart)
پۇتكەن ھاللىق سۈپەتداش perfect (state) participle (np)
پۇتمىگەن ھاللىق سۈپەتداش imper-fect (state) participle (np)
پۈتۈن سان whole numeral (np)
پۈتۈنلۈك entirety/whole (n)
پېتىنماق dare (vi)
پېئىل verb (n)
پېئىللىق verbal (adj)
پېئىلنىڭ تۇرغۇن سۆز شەكلى non-finite verb form/substantive verb form (np)
پېئىلنىڭ كىشىلىك شەكلى finite/ personal form of the verb (np)

پىسخەنت قىلماسلىق indifference/ not caring (gp)
پىكىر idea/objection (n)

ت

تائام foodstuff(s) (n)
تارتىپ (ـدىن) from/starting from (pp)
تارىخى history (n)
تاسادىپىيلىق chance/randomness (n)
تاشقى بەلگە outward sign (np)
تاق single (adj)
تاق تەقلىد سۆز single imitative word (np)
تاللاش باغلىغۇچىسى optative conjunction (np)
تامامەن completely/entirely/ exactly (adv)
تاۋۇش sound; intonation/ pronunciation (n)
تاۋۇشلارنىڭ ماسلىشىش قانۇنى law of phonetic harmonization (np)
تەئەججۇپلەنگەن تەرزدە in amazement (advp)
تەتقىقات research/study (n)
تەجرىبىسىز inexperienced (adj)
تەخمىن conjecture/estimation/ guess (n)
تەخمىنەن approximately (adv)
تەرەپ party/side (n)
تەرتىپ order/sequence (n)
تەرتىپ سان ordinal numeral (np)
تەرتىپلىدىكى sequential (qual)
تەرەپ aspect/side (n)
تەرز manner/way; state (n)
تەركىب component/member (n)
تەركىب تاپماق be composed of/ comprise/consist of/be constructed of (vpi)

تەركىبىدىكى constituent (adj)
تەركىبىي قىسىم component (np)
تەرىپىدىن by (means of) (pp) [used to indicate logical subject in passive constructions]
تەرىقىسىدە as/in the manner of (pp)
تەسەۋۋۇر قىلماق imagine (vt)
تەستىقلا ـ ، تەستىقلىماق confirm/ verify (vt)
تەسىر كۆرسەتمەك (ـغا) affect/ have an influence (on) (vpt)
تەشكىل قىلغان سوزۇق تاۋۇش constituent vowel (np)
تەشكىل قىلماق amount to/ constitute; attain (vpt)
تەشكىلات organization (n)
تەقەززالىق eagerness (n)
تەقسىم سان distributive numeral (np)
تەقلىد imitation; fashion/way (n)
تەقلىد سۆز imitative word/ onomatopoeic word (n)
تەقلىد قىلىنماق be made in imitation of/imitate (vpi)
تەكرار تەقلىد سۆز repeated imitative word (np)
تەكرارلا ـ ، تەكرارلىماق repeat/ revise (vt)
تەكرارلاش repetition (ger)
تەكرارلانما شەكلى repeated form (of adjective) (np)

تەكرارلانماق be repeated (vi)
تەكشى evenly (adv)
تەكلىپ invitation (n)
تەكىتلەش باغلىغۇچىسى emphatic conjunction (np)
تەكىتلەنمەك be emphasized (vi)
تەڭداش equal/equivalent (adj/n); in the same way (adv)
تەڭسىز non-equal/unequal (adj)
تەڭلەشتۈرمە كېلىش equivalence case (np)
تەلەپ قىلماق require (vpt)
تەلەپپۇز قىلىنماق be pronounced (vpi)
تەم ـ پۇراق taste and smell (n)
تەمسىل قىلماق draw an analogy (vpt)
تەمىن ئەتمەك ensure/guarantee (vpt)
تەن بەرمەك resign oneself (vpi)
تەھلىل قىلماق analyse (vt)
تەۋە (ـغا) belonging (to)/ belongs (to) (pp)
تەۋەككۈل قىلماق take a risk (vpt)
تەۋەلەنگۈچى possessed object (n)
تەۋەلىك dependence; ownership (n)
تەۋەلىك كاتېگورىيىسى ownership-dependent category (np)
تەۋەلىگۈچى owner/possessor/ that which makes dependent (n)
توپلۇق سان group numeral (np)
توختالماق (ھەققە) discuss/ talk (about) (vi)

agreement (n)	توختام
non-impeding objection adverbial modifier (np) (e.g. 'although'/'despite'/'in spite of')	توسقۇنسىز قارشىلىق ھالىتى
about/concerning/on (pp)	توغرۇلۇق
about/concerning/on (pp)	توغرىسىدا
complement/direct object/grammatical object (n)	تولدۇرغۇچى
complete copula (np)	تولۇق باغلامچى
incomplete copula (np)	تولۇقسىز باغلامچى
incompleteness (n)	تولۇقسىزلىق
supplementing conjunction (np)	تولۇقلاش باغلىغۇچىسى
root (n)	تومۇر
introduce (vt)	تونۇشتۇرماق
be understood as (vpi)	تونۇلماق
be fixed (vi)	تۇراقلاشتۇرۇلماق
stability/ unchangeability (n)	تۇراقچانلىق
be fixed/be set (vi)	تۇراقلاشماق
fixed/idiomatic (adj)	تۇراقلىق
substantive word (np)	تۇرغۇن سۆز
features/looks/outward appearance (n)	تۇرق
appearance and state (n)	تۇرق-ھالەت
on all sides/in different places (adv)	تۆشمۇتۆشتا
happen/occur (vi)	تۇغۇلماق
be born and brought up (vpi)	تۇغۇلۇپ ئۆسمەك
feeling/perception/sense (n)	تۇيغۇ
suddenness/ unexpectedness (n)	تۇيۇقسىزلىق
as follows (adv)	تۆۋەندىكىچە
basic verbs/ root verbs (np)	تۆپ پېئىل
root word (np)	تۆپ سۆز
primary adjective (np)	تۆپ سۈپەت
fundamentally (adv)	تۆپتىن
kind/type/variety (n)	تۈر
instigator/one who causes (sth. to be done or someone to do sth.) (np)	تۈرتكە بولغۇچى
"Same type" relationship (np)	تۈرداشلىق مۇناسىۋەت
Turkologist (n)	تۈركولوگ
class/group/part (n)	تۈركۈم
Turkic (adj)	تۈركىي
classify/separate into types (vpt)	تۈركە ئايرىماق
classification (gp)	تۈركە بۆلۈنۈش
inflect/be inflected (vi)	تۈرلەنمەك
various (adj)	تۈرلۈك
inflection (n)	تۈرلىنىش
structure (n)	تۈزۈلۈش
aspect/character/element (n)	تۈس
aspect auxiliary (np)	تۈس يارىدەمچىسى
colour (n)	تۈس-رەڭ
take on the aspect of (vpi)	تۈسىگە كىرمەك

paired word (np)	جۈپ سۆز
be paired (vpi)	جۈپ قىلىنماق
double up/pair up (vi)	جۈپلەشمەك
pair (vt)	جۈپلەشتۈرمەك
duplication/ reduplication (ger)	جۈپلىنىش
clause/sentence (n)	جۈملە
sentence element (np)	جۈملە بۆلىكى
subject matter of the sentence (np)	جۈملىدىكى ئىش
reprimanding (ger)	جېمىلەش
agitation/ urgency (ger)	جىددىيلىشىش
substance (n)	جىسىم
frustration/ irritation (gp)	جىلە بولۇش
gender (n)	جىنس

چ

tiredness (ger)	چارچاش
call/summons (n)	چاقىرىق
adverbial (np)	«چە» لىك رەۋىشداش
boundary/limit (n)	چەك
limitative case (np)	چەك كېلىش
be carried too far (vpi)	چەكتىن ئېشىپ كەتمەك
adverbial of limitation or contrast (np)	چەك-سېلىشتۇرما رەۋىشدىشى
limiting (qual)	چەكلەش
non-restriction (ger)	چەكلەنمەسلىك
aspectual (adj)	تۇسلۇك
territory (n)	تېرىتورىيە
speed (n)	تېزلىك
type/model (n)	تىپ
typical (adj)	تىپىك
anxiety (gp)	تىت-تىت بولۇش
be connected (with)/be coupled (with) /be linked (to) (vi)	تىركىلە-، تىركىلىمەك (-غا)
postposition (n)	تىركەلمە
list (n)	تىزلما
listing relationship conjunction (np)	تىزلما مۇناسىۋەت باغلىغۇچىسى
language/tongue (n)	تىل
linguistics (n)	تىلشۇناسلىق
language and script (n)	تىل-يېزىق

ج

suffer hardship (vpi)	جاپا چەكمەك
voiced (adj)	جاراڭلىق
voicedness/ resonance (n)	جاراڭلىق
unvoiced/ voiceless (adj)	جاراڭسىز
voicelessness (n)	جاراڭسىزلىق
give free expression to (vt)	جارى قىلماق
lively (adj)	جانلىق
chart/table (n)	جەدۋەل
attract (vt)	جەلپ قىلماق
with respect to (pp)	جەھەتتىن
bring into conformity/ cause to correspond (vpt)	جور قىلماق

feminine gender (np) چىشى جىنس
ablative case (np) چىقىش كېلىش

خ

character/kind/ nature/quality (n) خاراكتېر
be characterized (vi) خاراكتېرلەنمەك
exceptional/exclusive/ individual/particular/peculiar/special/specific/unique (to) (adj) خاس (ـغا)
proper measure word (np) خاس مىقدار
proper noun (np) خاس ئىسىم
adopt and specialize (vpt) خاسلاشتۇرۇپ قوللانماق
uniqueness (n) خاسلىق
digit/ (ones, tens, etc.) column (n) خانا
predicate (the part of a sentence or clause expressing what is said of the subject)/information (n) خەۋەر
be informed about/have knowledge of/know/learn (vpi) خەۋەردار بولماق
say farewell (vi) خوشلاشماق
characteristic/feature/ trait/peculiarity/property (n) خۇسۇسىيەت
all kinds of/various (adj) خىلمۇخىل

be confined/be limited/be restricted (vi) چەكلەنمەك
finite/limited (adj) چەكلىك
restriction (n) چەكلىمە
unrestricted(ly)/ without limit/without restriction (adj/adv) چەكلىمسىز
certainly/inevitably (adv) چوقۇم
worship (vt) چوقۇنماق (ـغا)
deepening conjunction (np) چوڭقۇرلاش باغلىغۇچىسى
be startled vi) چۆچۈمەك
concept/idea (n) چۈشەنچە
be explained (vi) چۈشەندۈرۈلمەك
comprehension (n) چۈشەنگەنلىك
uncomprehending (advm) چۈشەنمەي
be dropped/be omitted (vpi) چۈشۈپ قالماق
omit (vpt) چۈشۈرۈپ قويماق
accusative case (np) چۈشۈم كېلىش
higher place numeral (np) چوڭ خانىلىق سان
associative adverbial/(associative adverbial 1) (np) چېتىلما رەۋىشداش
associative adverbial 1 (np) 1ـ چېتىلما رەۋىشداش
associative adverbial 2/('ئا' adverbial) (np) 2ـ چېتىلما رەۋىشداش
linked relationship conjunction (np) چېتىشما مۇناسىۋەت باغلىغۇچىسى

adverb pronoun (np) رەۋىش ئالمىشى
adverbial numeral (np) رەۋىش سان
adverbial (n) رەۋىشداش
adverbialized words and expressions (np) رەۋىشلەشكەن سۆز-ئىبارىلەر
adverbialization (ger) رەۋىشلىشىش
function/role/use (n) رول
act as/function as/ play the role of/serve to (vpt) رول ئويناماق
mentally (ppp) روھىي جەھەتتىن
mental state (np) روھىي ھالەت
permission (n) رۇخسەت
that is to say (part) دېمەك

ز

tense (n) زامان
be considered essential (vpi) زۆرۈر تېپىلماق
necessity/need (n) زۆرۈرىيەت
necessity mood (np) زۆرۈرىيەت مەيلى
closely bound (adjp) زىچ بىرىككەن
make close(r) (vt) زىچلاشتۇرماق

س

keep/retain (vt) ساقلا-، ساقلىماق
number/numeral; quantity (n) سان
numeral pronoun (np) سان ئالمىشى
number category (np) سان كاتېگورىيىسى
counting (ger) ساناش
uncountable (vpartp) ساناشقا بولمايدىغان

د

duration (ger) داۋاملىشىش
about/concerning// related (to) relating (to) (pp) دائىر (ـغا)
field/range/scope (n) دائىرە
frequent/regular (adj) دائىملىق
be known as (vpi) دەپ تونۇلماق
voice; degree/level/rank (n) دەرىجە
adverb of degree (np) دەرىجە رەۋىشى
ordinal numeral (np) دەرىجە سان
voice category (np) دەرىجە كاتېگورىيىسى
absolute adjective/adjective without degree/non-gradable adjective (np) دەرىجىسىز سۈپەت
adjective of degree/gradable adjective (np) دەرىجىلىك سۈپەت
encounter/ meet with (vpi) دۇچ كەلمەك (ـغا)
indicate (vp) دېرەك بەرمەك
almost/more or less/ practically/virtually (adv) دېگۈدەك

ر

be developed/ develop (vpi) راۋاج تاپماق
complaint (ger) زارلىنىش
order/sequence (n) رەت
order or sequence (np) رەت تەرتىپ
formality (n) رەسمىيەتچىلىك
adverb; manner/way (n) رەۋىش

countable (vpartp) ساناشقا بولىدىغان
cardinal numeral (np) ساناق سان
counting measure word (np) ساناق مىقدارى
countable/numbered/numerical (adj) سانلىق
numeral-measure word pronoun (np) سان-مىقدار ئالمىشى
numeral-measure word phrase (np) سان-مىقدار بىرىكمىسى
domain/field/sphere/realm (n) ساھە
stylistic (adj) ستىلىستىكىلىق
disrespectful type (np) سەتلىمە تۈر
spend (vpt) سەرپ قىلماق
cause/grounds/reason (n) سەۋەب
causal conjunction/reason conjunction (np) سەۋەپ باغلىغۇچىسى-
adverbial of reason (np) سەۋەپ رەۋىشدىشى
cause and effect (n) سەۋەپ-نەتىجە
what one knows/one's knowledge (n) سەۋىيە
schematize (vt) سخېمىلاشتۇرماق
interrogative pronoun (np) سوئال ئالمىشى
be asked about/come up (in a question) (vpi) سوئال چۈشمەك
interrogative (adj) سوئاللىق
vowel (np) سوزۇق تاۋۇش
extended/long (in time) (adj) سوزۇلما
extend/last (vi) سوزۇلماق
content (n) سوستاۋ
agent/subject (n) سۇبېكت
subjective (adj) سۇبېكتىپ
subjective assessment (np) سۇبېكتىپ مۇلچەر
subjective assessment mood (np) سۇبېكتىپ مۇلچەر مەيلى
word (n) سۆز
be talked (about)/be under discussion (vpi) سۆز بولماق (ئۆستىدە)
phrase (np) سۆز بىرىكمىسى
word-inflection suffix (np) سۆز تۈرلىگۈچى قوشۇمچە
part of speech/word class (np) سۆز تۈركۈمى
be mentioned (vpi) سۆز ئېچىلماق
word-formation affix/word-derivation affix or suffix (np) سۆز ياسىغۇچى قوشۇمچە
word root (np) سۆز يىلتىزى
glossary/lexicon/vocabulary(n); (pertaining to a) word(adj) سۆزلۈك-
person or object being spoken about (n) سۆزلەنگۈچى
speaker (n) سۆزلىگۈچى
word root (np) سۆزنىڭ تومۇرى
word structure (gp) سۆزنىڭ تۈزۈلۈشى
terms/words and expressions (n) سۆز-ئىبارىلەر

joy (ger) سۆيۈنۈش
adjective; quality (n) سۈپەت
adjective pronoun (np) سۈپەت ئالمىشى
participle/verbal adjective (n) سۈپەتداش
quality (n) سۈپەت-ساپا
as/in the status of (pp) سۈپىتىدە
numerator (n) سۈرەت
'سېرى' adverbial (np) «سېرى» رەۋىشداش
be perceived/sensed (vi) سېزىلمەك
feeling/perception (n) سېزىم
comparative degree (np) سېلىشتۇرما دەرىجە
comparison/contrast (ger) سېلىشتۇرۇش
semantic (adj) سېمانتىكىلىق
refined (polite) type (np) سىپايە تۈر
system (n) سىستېما
capacity (n) سىغىم
experiment/test/trial (n) سىناق
experimental aspectual stem form (np) سىناق تۈسلۈك ئۆزەك شەكلى
syntax (n) سىنتاكسىس
synthetic (adj) سىنتېتىك

ش

circumstances/condition(n) شارائىت
person/individual (n) شەخس
personal pronoun (np) شەخس ئالمىشى
impersonal (adj) شەخسسىز
impersonal indicative copula (np) شەخسسىز ھۆكۈم باغلامچىسى-
personal indicative copula (np) شەخسلىك ھۆكۈم باغلامچىسى
conditional conjunction (np) شەرت باغلىغۇچىسى
appearance/form/mode/style (n) شەكىل (شەكلى)
homomorphous/having the same form (adj) شەكىلداش
form/shape (vt) شەكىللەندۈرمەك
formation/coming into existence/occurrence (ger) شەكىللىنىش
object/thing (n) شەيئى
object measure word (np) شەيئى مىقدارى
be busy (with)/be engaged (in)/deal (with) (vi) شۇغۇللانماق (بىلەن)
therefore (conjp) شۇنىڭ ئۈچۈن
furthermore (adv) شۇنىڭدەك
dialect (n) شىۋە

غ

'غاچ' adverbial (adverbial of concurrence) (np) «غاچ»لىق رەۋىشداش
anger (ger) غەزەپلىنىش
non-cognate language/language from a different language family (np) غەيرىي تۇغقان تىل
'غىلى' adverbial (np) «غىلى»لىق رەۋىشداش

ف

فونېتىكىلىق phonetic (adj)
فونېتىكىلىق ئۆزگىرىش phonetic change (np)
فىزىئولوگىيىلىك physiological (adj)

ق

قابىل بولماق (ـغا) be capable of (vpi)
قاتار rank(s) (n)
قاتارلىق including/like/such as (pp);et al./etc. (pron)
قاتلام level (n)
قاتلىنىش combination/ doubling up (ger)
قاتما سۆز fixed word (np)
قاتناش قورالى means of transport/ vehicle (np)
قاتنىشىش participation (ger)
قاچا vessel (n)
قاراتما vocative (n)
قارار decision/determination/ resolution (n)
قاراش opinion/view/viewpoint (n)
قارشى تەرەپ the other party/ the other side (np)
قارشىلىق objection/opposition/ resistance (n)
قارشىلىق باغلىغۇچىسى opposition conjunction (np)
قارىتا (ـغا) about/concerning/ relating to/with regard to (pp)
قارىتىلماق be aimed at/belong to/be directed towards/intended for (vi)
قارىتىلمىلىق مۇناسىۋەت pointed question relationship (np)
قارىغاندا (ـغا) compared (to)/ in comparison (with)/than (pp)
قارىماقتا appears at first sight/ superficially (advm)
قارىمۇقارشى قىلىپ (بىلەن) in opposition (to) (advm)
قارىمۇقارشىلىق مۇناسىۋەت relation-ship of opposites (np)
قانائەت قىلماق (ـغا) be satisfied (with)/make sufficient (vpt)
قانۇن law (n)
قائىدە rule (n)
قەتئىيلىك decisiveness (n)
قەدەر (ـغا) to/until (pp)
قوبۇل قىلماق accept/adopt/take (vpt)
قوبۇل قىلغۇچى (شەيئى) receiver/ recipient [of an action] (np)
قورال-سايمان equipment/tools (n)
قوزغا-، قوزغىماق cause/give rise to (vt)
قوشما پېئىل compound verb (np)
قوشما جۈملە compound sentence (np)
قوشماق add/amalgamate (vt)
قوشۇلما compound/combination/ mixture (n); combined/compound (adj)

قوشۇلما پېئىل combined verb (np)
قوشۇلماق be added/be attached/ be joined/be merged (vi)
قوشۇلۇش addition/ amalgamation (ger)
قوشۇمچە affix/suffix (n)
قوشۇمچە قىلىپ by the way/ incidentally (paren)
قوغلاشماق pursue/seek (vt)
قوللىنىلماق be adopted/be used (vi)
قوللىنىلما ئۇچىدىلا ئورۇنلىماق carry out with the minimum of effort or perfunctorily (vpt)
قۇرۇلما construction/structure (n)
قېتىم occasion/(number of) time(s) (n)
قىچقارماق call (vt)
قىزىققان impatient (adj)
قىستۇرما inserted remark/ parenthesis (n)
قىسقارتماق abbreviate/omit (vt)
قىسقارتىلما سۆز abbreviation/ acronym (np)
قىسقارتىلماق be abbreviated/ be shortened (vi)
قىسقىچە brief(ly) (adj/adv)
قىسقىسى in brief/in short/ to sum up (paren)
قىسىم fraction/part (n)
قىلىپ كۆرسىتىلمەك be made out to be (vpi)
قىياپەتكە كىرگۈزمەك cause to take on the appearance of/cause to appear (vpt)
قىياپەتكە كىرگۈزۈلمەك be made to appear/be represented as (vpi)
قىياپەتكە كىرىۋالماق pretend (vpi)
قىيىنچىلىق difficulty (n)

ك

كاتېگورىيە category (n)
كەبى like (pp) [used in poetry]
كەچۈرمەك forgive (vt)
كەسكىن decisive (adj)
كەسكىنلىك incisiveness/ resoluteness (n)
كەسىپ occupation/ profession/vocation; field/subject/ specialization (n)
كەسىر سان fraction/ fractional numeral (np)
كەلتۈرمەك bring/cause to come/ place (vt)
كەمسىندۈرمەك belittle/humble/ demean (vt)
كەيپىيات atmosphere/mood (n)
كەملىك lack (n)
كونتېكىست context (n)
كونكرېت concrete/particular/ specific (adj)
كونكرېت ئاتاپ ئىپادىلىمەك express explicitly (vpt)

strengthen (vi)	كۈچەيمەك
intense (adj)	كۈچلۈك
essential/neces-sary/needed/useful (for) (adj)	كېرەكلىك (ئۈچۈن)
case (n)	كېلىش
case category (np)	كېلىش كاتېگورىيىسى
origin (np)	كېلىش مەنبەسى
misfortune (ger)	كېلىشمەسلىك
be agreed (upon) (vi)	كېلىشىلمەك
agreement (n)	كېلىشىم
decreasing degree (np)	كېمەيتمە دەرىجە
decrease (vi)	كېمەيمەك
lower place numeral (np)	كىچىك خانىلىق سان
minimize (vt)	كىچىكلەتمەك
enter/insert/introduce/put (vt)	كىرگۈزمەك
be introduced (vp)	كىرگۈزۈلمەك
become part of/enter/go into/join (vi)	كىرمەك
finite form/personal form (of the verb) (np)	كىشىلىك شەكىل
'number of persons' numerals (np)	كىشىلىك سان
mockery/satire (n)	كىنايە

گ

body/whole (n)	گەۋدە
embody; accentuate/cause to stand out/highlight (vt)	گەۋدىلەندۈرمەك
to be specific (paren)	كونكرېت قىلىپ ئېيتقاندا
polysyllabic (adj)	كۆپ بوغۇملۇق
at (the) most (advmp)	كۆپ بولغاندا
multi-sense (adj)	كۆپ مەنىلىك
common (vpartp)	كۆپ ئۇچرايدىغان
multi-variant (adj)	كۆپ ۋارىيانتلىق
abundance; plural (n)	كۆپلۈك
numerable (qual)	كۆپلۈكتىكى
chiefly/mainly/primarily	كۆپىنچە
role-shifted measure word (np)	كۆچمە مىقدار
shift/switch/transfer (vi)	كۆچمەك
demonstrate/display/indicate/point/point out/show (vt)	كۆرسەتمەك
indicator (n)	كۆرسەتكۈچ
point out (vpt)	كۆرسىتىپ بەرمەك
demonstrative pronoun (np)	كۆرسىتىش ئالمىشى
be pointed out/be shown (vp)	كۆرسىتىلمەك
be burnt (vi)	كۆيمەك
expect (vt)	كۈتمەك
intensified/intensifying (adj)	كۈچەيتمە
intensifier (n)	كۈچەيتمە
intensify/strengthen(vt)	كۈچەيتمەك
feeling of intensification (np)	كۈچەيتىش ھېسسىياتى
be intensified (vi)	كۈچەيتىلمەك
intensification/intensity (n)	كۈچەيگەنلىك

appear/become conspicuous/emerge/show off(vi)	گەۋدىلەنمەك
grammar (n)	گراممماتىكا
grammatical (adj)	گراممماتىك
grammatical (adj)	گراممماتىكىلىق
small group (n)	گۇرۇپپا

ل

qualified (adj)	لايىقەتلىك
be appropriate (to) (vpi)	لايىق بولماق (ـغا)
logical (adj)	لوگىك
logical (adj)	لوگىكىلىق
basic lexicon/vocabulary (np)	لۇغەت فوندى
lexical (adj)	لېكسىكىلىق

م

material (n)	ماتېرىيال
substance (n)	ماددا
tauntingly (advp)	مازاق قىلغان تەرزدە
taunt (gp)	مازاق قىلىش
be coordinated with/correspond (vi)	ماسلاشماق
approval (n)	ماقۇللۇق
place (n)	ماكان
essence (n)	ماھىيەت
essential (adj)	ماھىيەتلىك
inclined/leaning (towards) (adj)	مايىل (ـغا)
tendency (n)	مايىللىق
causative voice (np)	مەجبۇرىي دەرىجە
passive voice (np)	مەجھۇل دەرىجە
denominator/divisor (n)	مەخرەج
especially/specifically (adv)	مەخسۇس
content/implication/meaning/substance (n)	مەزمۇن
cover/deal with/imply (vpt)	مەزمۇن قىلماق
ridicule (gp)	مەسخىرە قىلىش
belief/creed/faith (n)	مەسلەك
advice/suggestion (n)	مەسلىھەت
intention/purpose (n)	مەقسەت
verb of intention (np)	مەقسەت پېئىل
adverbial of purpose or elapsed time (np)	مەقسەت رەۋىشدىشى
be known (vpi)	مەلۇم بولماق
country (n)	مەملىكەت
administrative district (np)	مەمۇرىي رايون
meaning/sense/significance (n)	مەنە
indicate the sense of/mean (vpt)	مەنە بىلدۈرمەك
semantic (qualp)	مەنە جەھەتتىكى
source (n)	مەنبە
logic (n)	مەنتىق
beneficiary (n)	مەنپەئەتدار
belonging (to) (adj)	مەنسۇپ (ـغا)
synonymously (adv)	مەنىداش
having the same meaning/synonymous (adj)	مەنىداشلىق

synonymous مەنداشلىق مۇناسىۋەت relationship (np)
meaningful (adj) مەنىلىك
mental/spiritual (adj) مەنىۋى
mood (n) مەيل
modal (adjp) مەيل تۇردىكى
morphology (n) مورفولوگىيە
morpheme (n) مورفېما
affirm/ confirm (vt) مۇئەييەنلەشتۈرمەك
expert/specialist (n) مۇتەخەسسىس
overwhelming majority (np) مۇتلەق كۆپچىلىك
absoluteness (n) مۇتلەقلىق
defence/protection (n) مۇداپىئە
complex/ complicated (adj) مۇرەككەپ
complex sentence (np) مۇرەككەپ جۈملە
complex numeral (np) مۇرەككەب سان
complex stem forms (np) مۇرەككەپ ئۆزەك شەكىللىرى
compete (vi) مۇسابىقىلەشمەك
treat as an exception (vpt) مۇستەسنا قىلماق
without exception (adj) مۇستەسناسىز
independent (adj) مۇستەقىل
independent verb (np) مۇستەقىل پېئىل
independent word (np) مۇستەقىل سۆز
discuss (vpt) مۇزاكىرە قىلماق
certain (adj) مۇقەررەر
certainty (n) مۇقەررەرلىك
appropriate/corresponding/matching/worthy (adj) مۇناسىپ
relationship (n) مۇناسىۋەت
make contact/have a connection (with) (vpt) مۇناسىۋەت باغلا ـ ، باغلىنىش (بىلەن)
be connected/be related (vi) مۇناسىۋەتلەشمەك
connected/related/ relevant (adj) مۇناسىۋەتلىك
appropriate/rational/ reasonable/suitable (adj) مۇۋاپىق
agree (with)/ be appropriate (to)/be suitable (for) (vi) مۇۋاپىقلاشماق (بىلەن)
approximate numeral (np) مۆلچەر سان
estimate/ reckon (vt) مۆلچەرلە ـ ، مۆلچەرلىمەك
example (n) مىسال
choose as an example (vpt) مىسال قىلىپ كۆرسەتمەك
amount/capacity/measure/ quantity; measure word (n) مىقدار
nation/nationality (n) مىللەت

ن

be dissatisfied (vpi) نارازى بولماق
subtle (adj) نازۇك
name/title (n) نام
display/show (vpt) نامايان قىلماق
neither ... nor (conj) نە ... نە
hatred/loathing (ger) نەپرەتلىنىش
result (n) نەتىجە
result conjunction (np) نەتىجە باغلىغۇچىسى
as a result (part) نەتىجىدە
be considered (vpi) نەزەردە تۇتۇلماق
apart from/ except for (ppp) نەزەرگە ئالمىغاندا
normal degree (np) نورمال دەرىجە
number/numbered/ numeric (adj) نومۇرلۇق
numeric symbol (np) نومۇرلۇق بەلگە
place/point/standpoint (n) نۇقتا
focal (adj) نۇقتىلىق
speaking/speech (n) نۇتۇق
zero (Ø) (n) نۆل
alternate/take turns (vi) نۆۋەتلەشمەك
proportion/ratio (n) نىسبەت
be in proportion (to) (vpi) نىسبەت قىلىنماق (ـغا)
compared (with)/in relation (to)/with respect (to) (pp) نىسبەتەن (ـغا)
be comparable (to) (vi) نىسبەتلەشمەك (بىلەن)
comparative/relative/ semi- (adj) نىسپىي
relativity (n) نىسپىيلىك
aim/goal/objective/target (n) نىشان
aim/intention/objective (n) نىيەت
be intended (vpi) نىيەت قىلىنماق

ھ

not necessary/ unnecessary (adj) ھاجەتسىز
phenomenon (n) ھادىسە
tiredness (n) ھارغىنلىق
temporarily (adv) ھازىرچە
in the present day/ now (advmp) ھازىرقى كۈندە
emerge/be produced (vpi) ھاسىل بولماق
produce (vpt) ھاسىل قىلماق
state (n) ھال
adverb of manner (np) ھال رەۋىشى
adverbial modifier of circumstance (np) ھال ھالىتى
state-tense stem forms (np) ھال ـ زامان ئۆزەك شەكىللىرى
adverbial modifier; state (n) ھالەت
stative verb (np) ھالەت پېئىلى
non-state (adj) ھالسىز
infirmity/ weakness (ger) ھالسىزلىنىش
state stem forms (i.e. perfect, imperfect, continuous, intention) (np) ھاللىق ئۆزەك شەكىللىرى

judgment noun (np) هۆكۈملۈك ئىسىم
feel (vpt) هېس قىلماق
sum (n) هېساب
consider/ count/reckon (vt) هېسابلا_ ، هېسابلىماق
calculation/ reckoning (gp) هېسابلاش
be considered (to be)/ be counted (as) / be reckoned (to be) (vi) هېسابلانماق
feelings (n) هېس_تۇيغۇ
perceptual (adj) هېسسىي

ئو

figurative/vivid (adj) ئوبرازلىق
object/target (n) ئوبيېكت
make sth. one's objective (vpt) ئوبيېكت قىلماق
objective assessment (np) ئوبيېكتىپ مۆلچەر
objective assessment mood (np) ئوبيېكتىپ مۆلچەر مەيلى
similitude case (np) ئوخشاتما كېلىش
com- monality conjunction (np) ئوخشاشلىق باغلىغۇچىسى
analogy (n) ئوخشىتىش
commonality; likeness/ similarity (n) ئوخشاشلىق
that to which sth. is compared (n) ئوخشىتىلما
common/shared (adj) ئورتاق

excessively/ to excess (advmp) هەددىدىن ئارتۇق
always (advp) هەر دائىم
each/respective (pron) هەربىر
(each and) every (pron) هەرقايسى
action/movement (n) هەرىكەت
dynamic verb (np) هەرىكەت پېئىلى
action measure word (np) هەرىكەت مىقدارى
grief (ger) هەسرەتلىنىش
increase exponentially/multiply (vt) هەسسىلە_ ، هەسسىلىمەك
multipli- cation (ger) هەسسىلەش_هەسسىلىنىش
be increased exponentially/be multiplied (vi) هەسسىلەشتۈرۈلمەك
increase/multiply (vi) هەسسىلەنمەك
about/concerning/ relating to (pp) هەققىدە
about/concerning/on/ relating to (pp) هەققىدە
common knowledge (np) هەممىگە ئايان
amaze- ment/astonishment/surprise (gp) هەيران قېلىش، هەيران بولۇش
document/papers/ receipt/written pledge (n) هۆججەت
respectful type (np) هۆرمەت تۈرى
conclusion/decision/ judgment (n) هۆكۈم
indicative/judgment (adj) هۆكۈملۈك

commonality/ generality/universality (n) ئومۇمىيلىق
the tens column (np) ئونلار خانىسى
idea(s) / opinion(s) / thought(s) (n) ئوي_پىكىر

ئۇ

be subject (to)/undergo (vi) ئۇچرا_ ، ئۇچرىماق (_غا)
tone (n) ئۇران
extend/prolong (vt) ئۇزارتماق
adverbial of extension or prolongation (np) ئۇزارما رەۋىشدىشى
for a long time (adv) ئۇزاق
craftsman/expert (n) ئۇستا
concept/idea/notion (n) ئۇقۇم
be combined/be connected/be joined (vi) ئۇلانماق

ئۆ

past tense (np) ئۆتكەن زامان
intransitive verb (np) ئۆتۈمسىز پېئىل
transitive verb (np) ئۆتۈملۈك پېئىل
befall one (vpi) ئۆز بېشىگە كەلمەك
comprise/ contain/include (vpt) ئۆز ئىچىگە ئالماق
stem (n) ئۆزەك
alter/change (vt) ئۆزگەرتمەك
alter/change (vi) ئۆزگەرمەك
alteration/change (n) ئۆزگىرىش
be assimilated (from) (vi) ئۆزلەشمەك (_دىن)

be a sharer (vpi) ئورتاق بولماق
common numeral (np) ئورتاق سان
commonality/identity/ similarity (n) ئورتاقلىق
location/place/ position/status (n) ئورۇن
locative case (np) ئورۇن كېلىش
locative- qualitativecase (np) ئورۇن_بەلگە كېلىش
locational nouns (np) ئورۇن_تەرەپ ئىسىملىرى
locational (qualp) ئورۇن جەھەتتىكى
adverb of place (np) ئورۇن رەۋىشى
be in a certain posi- tion/be in a certain status (vpi) ئورۇندا تۇرماق
carry out/comp- lete/execute/fulfil/implement (vt) ئورۇنلا_ ، ئورۇنلىماق
be carried out/be completed/be executed/be implemented/be performed (vi) ئورۇنلانماق
embarrassment (ger) ئۇڭايسىزلىنىش
inhabited by (vpart) ئولتۇراقلاشقان
generalize/ universalize (vt) ئومۇملاشتۇرماق
universally (adv) ئومۇملاشتۇرۇپ
genera- lizing conjunction (np) ئومۇملاشتۇرۇش باغلىغۇچىسى
general/universal (adj) ئومۇمىي
generality/ universality (n) ئومۇمىيەت
common noun (np) ئومۇمىي ئىسىم

ئۆزلۈك ئالمىشى reflexive pronoun (np)
ئۆزلۈك دەرىجە reflexive voice (np)
ئۆزىگە خاس peculiar to itself/ special/unique (adjp)
ئۆسۈملۈك plant (n)
ئۆسمەك grow (vi)
ئۆكۈنۈش regret (n)
ئۆلچەش measuring (ger)
ئۆلچەم gauge/measurement/ standard (n)
ئۆلچەم ئەسۋابى measuring implement (np)
ئۆلچەم مىقدارى measuring measure word (np)
ئۆملۈك دەرىجە mutual voice/ reciprocal voice (np)
ئۆملۈك سان assembled numeral (np)

ئۇ

ئۈچۈن for/for the sake of/ on behalf of (pp)
ئۈزلۈكسىز continuously/ uninterruptedly (adv)
ئۈزۈك تاۋۇش consonant (np)
ئۈستىلىمە additional/successive (adj)
ئۈستىلەپ in addition/on top (adv)
ئۈستىگە ئالماق admit/assume/ bear/undertake (vpt)
ئۈستىلەنمەك follow on/succeed (vi)
ئۈستى ـ ئۈستىلەپ again and again (adv)

ئۈمىدسىزلىنىش despair (ger)
ئۈندەش call/request (ger)
ئۈندەشلىك exclamatory (adj)
ئۈنۈم effect (n)
ئۈنۈمسىز unproductive (adj)
ئۈنۈملۈك productive (adj)

ۋ

ۋاريانت variant (n)
ۋاز كېچىلمەك be given up/ be renounced (vpi)
ۋاستە instrument/means (n)
ۋاستىسىز direct (adj)
ۋاستىسىز بايان مەيلى direct indicative mood/direct statement mood (np)
ۋاستىسىز ھۆكۈم direct judgment (np)
ۋاستىلىك indirect (adj)
ۋاستىلىك بايان مەيلى indirect statement mood (np)
ۋاقىت جەھەتتىكى temporal (qualp)
ۋاقىت رەۋىشى adverb of time (np)
ۋاقىتلىق temporary (adj)
ۋەزىپە function/role/task (n)
ۋەزىپە ئۆتە ـ، ئۆتىمەك carry out a task/perform a task (vpt)
ۋەزىپىسىدە كەلمەك function as/ serve as (vpi)
ۋەزىيەت circumstance/situation (n)
ۋەكىل representative (n)

ئېنىقسىز unclear (adj)
ئېنىقسىزلا ـ، ئېنىقسىزلىماق be(come) blurred/be(come) indistinct (vi)
ئېنىقسىزلىق indefiniteness (n)
ئېنىقسىزلىق ئالمىشى indefinite pronoun (np)
ئېنىقلا ـ، ئېنىقلىماق clarify/ make clear/qualify (vt)
ئېنىقلانغۇچى qualified word (n)
ئېنىقلانماق be qualified (vi)
ئېنىقلىغۇچى qualifier (n)
ئېنىقلىغۇچى كاتېگورىيىسى qualifier category (np)
ئېھتىياج need/requirement (n)

ئى

ئىبارە expression/idiom/phrase (n)
ئىبارەت بولماق (ـدىن) consist of (vpi)
ئىپادە expression (n)
ئىپادىلە ـ، ئىپادىلىمەك express/ indicate (vt)
ئىپادىلەنمەك be expressed/ be indicated (vi)
ئىختىيارسىز involuntarily (adv)
ئىختىيارىغا قويماق allow/permit/ tolerate (vpt)
ئىجراچى executor (n)
ئىخچام concise (adj)
ئىخچاملاشتۇرماق reduce (vt)
ئىخچاملىشىش condensation/ simplification (ger)

ۋەكىللىك قىلغۇچىز representation/ that which represents (np)
ۋەكىللىك قىلماق represent (vpi)
ۋەھالەنكى and (conj)
ۋۇجۇدقا كەلمەك come about/ come into being/happen (vpi)

ئې

ئېتىبارەن (ـدىن) from/since/ starting from (pp)
ئېتىبارسىزلىق بىلەن as not highly regarded/as of no importance (advp)
ئېتىراپ قىلماق acknowledge (vpt)
ئېتىراپ قىلىنماق be acknowledged/ be recognized (vpi)
ئېتىراز بىلدۈرۈش making a protest (ger)
ئېتىمولوگىيە etymology (n)
ئېچىرقاش hunger/starvation (ger)
ئېچىنىش regret/remorse (ger)
ئېرەنسىزلىك indifferently/thoughtlessly/unconcernedly (adv)
ئېرىشمەك (ـغا) acquire/arrive (at)/gain (vi)
ئېلېمېنت element (n)
ئېلىپ بارغۇچى one who carries/ out executes/performs (sth.) (np)
ئېلىپ بارماق carry out/execute/ perform (vt)
ئېنىق accurate/clear/exact/ precise/obvious (adj)

ئىرادە determination/will (n)
ئىزا تارتىش shame (ger)
ئىزاھ ئېنىقلىغۇچى appositional clarifier (n)
ئىزاھات باغلىغۇچىسى explanatory conjunction (np)
ئىزاھلانماق be explained (vpi)
ئىزچىل continuous (adj); consistently/continuously (adv)
ئىزچىللىق continuousness (n)
ئىزدەلمەك be searched for/ be sought (vi)
ئىزھار قىلىش indicate/reveal (vpt)
ئىسپاتلا-، ئىسپاتلىماق prove (vt)
ئىستىلىستىكىلىق stylistic (adj)
ئىسىم noun (n)
ئىسىم ئالمىشى noun pronoun (np)
ئىسىم ياسىغۇچى قوشۇمچىسى noun-formation affix/noun-derivation affix (np)
ئىسىم-تىركەلمە قۇرۇلمىسى noun-postposition construction (np)
ئىسىمداش gerund/verbal noun (n)
ئىسىملاشماق be nominalized (vi)
ئىسىملىشىش nominalization (ger)
ئىشارەت gesture/sign (n)
ئىشارەت قىلماق imply/indicate (vt)
ئىش-ھەرىكەت action(s) (n)
ئىشىنىشكە پېتىنماسلىق not dare to believe (vpi)
ئىقتىدار ability/capacity/faculty (n)
ئىقتىدارىغا ئىگە قىلماق enable (vpt)
ئىككى سۆزلۈك شەكىل dual word form (np)
ئىككىنچى تۈرلۈك قىلىپ ئېتقاندا in other words (paren)
ئىگە (grammatical) subject; owner/possessor (n)
ئىگە بولماق acquire/possess (vpi)
ئىگە قىلماق cause to acquire/ cause to possess (vpt)
ئىگىسىز subjectless/ without a subject (adj)
ئىگىلىك كېلىش genitive case/ possessive case (np)
ئىگىلىگۈچى possessor (n)
ئىلگىرى-كېيىن one after the other/successively (adv)
ئىلگىرى-كېيىنلىك مۇناسىۋەت before and after relationship (np)
ئىلگىرىلە-، ئىلگىرىلىمەك advance(vi)
ئىلگىرىلەش باغلىغۇچىسى progres-sive conjunction (np)
ئىلمىي academic/scholarly/ scientific (adj)
ئىلىك ئېلىش acknowledgment (gp)
ئىلىم knowledge/learning/ science/scholarship(n)
ئىما gesture/sign (n)
ئىمانى بىلدۈرمەك signify (vpt)
ئىمكان ability (n)
ئىمكانىيەت تۈس abilitative aspect (np)

ئىمكانىيەتكە ئىگە قىلماق enable (vpt)
ئىنكار negation (n)
ئىنكار قىلىنماق be denied/ be negated (vpi)
ئىنكاس قىلماق reflect (vpt)

ي

ياراپدىغان (-غا) applicable(to) (vpart)
ياردەمچى پېئىل auxiliary verb (np)
ياردەمچى سۆز function word (np)
يارىشا (-غا) according to/in the light of (pp)
ياسا-، ياسىماق construct/ derive/form/make/produce
ياسالما پېئىل derived verb (np)
ياسالما سۈپەت derived adjective (np)
ياسالماق be constructed/derived/ formed/made/produced (vi)
ياسالما سۆز derivative word (np)
ياقتۇرماسلىق disapproval (ger)
ياقتۇرۇش admiration/pleasure (n)
يالغاندىن in pretence (adv)
يالغۇز single (adj)
يالۇڭۇرۇش مەيلى entreaty mood (np)
ياندىشىپ كەلمەك occur side by side (vpi)
يەكۈن باغلىغۇچىسى summarizing conjunction (np)
يوشۇرۇن not apparent (adj)
يوق بىرنەرسە nonentity (np)
يوقاتماق lose (vt)
يوقلۇق absence/non-existence/ lack (n)
يول قويغۇچى permitter (np)
يۇمشاتماق soften (vt)
يۆتكەلمەك (-غا) be transferred (to) (vi)
يۆنەلگەنلىك (غا) being directed (towards) (adj)
يۆنىلىش كېلىش dative case (np)
يۈرۈش set (n)
يۈز بەرمەك happen/occur (vpi)
يۈزلەر خانىسى hundreds column (np)
يۈزلەنمەك face/turn (to) (vi)
يۇكسەك high (adj)
يۇكلىمە particle (n)
يېتەكچى leader (n)
يېڭىلىق novelty (n)
يىراقلاشماق be distanced (from)/ be far (from) (vi)
يىلتىز root (n)
يىلتىزداش سۆزلەر common-root words/words with the same root (np)

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